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ABSTRACT

This collection is based on two studies of approaches to increasing the supply of minority teachers. The first was a documentation study of programs supported by the Ford Foundation Minority Education Demonstration Project designed to attract minority candidates, prepare them well, and present model programs. The second study described a range of innovative programs to recruit or prepare large numbers of minority teachers. The following papers are included: (1) "Restructuring Teacher Education for Diversity: The Innovative Curriculum" (Ana Maria Villegas); (2) "Reaching Out to Schools" (Beatriz Chu Clewell); (3) "Creating a Path between Two- and Four-Year Colleges" (Bernice Taylor Anderson and Margaret E. Goertz); (4) "Bringing Teacher Assistants into Teacher Education Programs" (Myra Ficklen Joy and Barbara A. Bruschi); and (5) "Discussion Remarks on Teacher Diversity" (Jacqueline Jordan Irvine). An appendix contains site descriptions for programs described in Chapter 1. (Chapter 1 contains 56 references, and Chapter 5 contains 5.) (SLD)

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Teaching for Diversity:

Models for Expanding the Supply of Minority Teachers

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by

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Preface

Demographers tell us that within the next decade at least one out of three students in the United States will be from minority groups, while only one out of 20 teachers will be minority group members. The highly diverse student population, many of whom may be "at-risk," poses a number of challenges to the typical teacher — a White female who has been trained in a conventional teacher education program. To better prepare a new generation of students and teachers, educational policy makers and practitioners have been asked to devise two separate, but related, strategies for teacher education: (1) revising the teacher education curriculum to reflect a multicultural perspective and (2) increasing the number of minority teachers.

This Policy Information Perspective is based on two studies of these approaches. The first study, funded by the Ford Foundation, was a documentation study of programs supported by the Ford Foundation Minority Education Demonstration Project. The project was designed to attract able teacher candidates, prepare them well in college, and present an effective array of model programs for policy makers and administrators to replicate. The foundation established state-based consortia allying carefully selected institutions to pilot a wide variety of strategies aimed at recruiting, preparing, and graduating minority teacher education students. Five main strategies were used by the consortia:

- targeting middle and high school students through Future Teachers' Clubs, Teacher Internship Programs, and Summer programs
- establishing formal articulation agreements and developing academic, social, and financial support programs for transfer students at both the two- and four-year institutions
- recruiting and training teacher assistants from local school districts
- recruiting minority college graduates into post-baccalaureate teacher education programs
- modifying the curriculum or developing programs to enhance the academic performance of both traditional and nontraditional students in teacher education programs.

The second study, supported by the Teacher Programs Council at Educational Testing Service, described a range of innovative programs in colleges and universities designed either to recruit and prepare larger numbers of minority teachers, to prepare all teachers to teach effectively in culturally diverse classrooms, or to do both. All of these programs focussed on the nontraditional teacher education student — the student who would not ordinarily have attended or completed college or the college graduate who would have majored in a non-education field. Four approaches, identified at several colleges and universities, addressed the problem by:

- recruiting students from local community colleges into teacher education programs
- recruiting and training teacher assistants from local school districts
- recruiting students with baccalaureate degrees into fifth-year or post-baccalaureate teacher education programs
- developing an innovative curriculum to prepare students to teach in culturally diverse classrooms.

Data collection by the ETS researchers, including site visits to the programs, occurred in 1991-1992. The results of the studies were presented in a symposium at the annual meeting of the American Educational Research Association in April 1993 and were augmented by the comments and critique of Jacqueline Jordan Irvine, of Emory University, whose remarks on the research complete this report.

The Policy Information Perspective series provides an opportunity for research scientists to present the results of their studies, and also to relate the implications of their findings to policy and practice. As such, the recommendations are the professional judgments of the individual researchers, informed by the research they have undertaken.

Paul E. Barton
Director

Acknowledgments

The researchers on whose work this Policy Information Perspective is based wish to acknowledge the many individuals who contributed to the project. First, they thank the Teacher Programs Council of Educational Testing Service and the Ford Foundation for their financial support of the study. Catherine Havrilesky, Lynn Klem, and Barbara Vilkomerson of ETS and Barbara Hatton of the Ford Foundation deserve special thanks for their support.

The researchers also thank the representatives of the lead and convener institutions and the program directors for coordinating the site visits and meetings and providing program documentation. Gratitude is also due to all of the staff, the student participants, and others who were interviewed for the study. The following individuals served as consultants to the project, visited sites and projects, collected data, and wrote case studies: Dr. Henry T. Frierson, Dr. Beverly Lindsay, Dr. Darlene A. Thurston, Dr. William Trent, and Dr. Velma Watts. The authors also wish to thank Joyce Gant for research assistance and Rosemary Deibler and Sabrina Williams for secretarial support.

The ETS Policy Information Center also wishes to acknowledge the individuals who contributed to the publication of this Policy Information Perspective. Lynn Jenkins and Richard Coley edited the manuscript and Carla Cooper provided the desktop publishing services.

Overview of Recommendations

American classrooms are becoming increasingly diverse, and yet the teaching force is becoming less so. The papers in this collection underscore the urgent need to increase the supply of minority teachers in this country and offer concrete recommendations for pursuing this goal. Further, they argue the need for all teachers—no matter what their race or culture—to become more knowledgeable about diversity and better equipped to work with the changing student population in their classrooms.

Each of the following chapters discusses a different set of strategies for expanding the supply of minority teachers. The authors analyze model programs, and drawing from the experiences of these working examples, they offer specific recommendations for action.

Restructuring Teacher Education for Diversity: The Innovative Curriculum

The first paper in the series, by Ana María Villegas, examines three teacher education programs that have developed innovative curricula to prepare prospective teachers to work in culturally diverse classrooms. In examining these programs, the author identifies a series of institutional and curricular factors that support "teaching for diversity":

- Colleges and universities must revise their goals statements to express a commitment to diversity, and must strive to create a multicultural climate on campus.
- Higher education institutions must undertake intensive efforts to recruit and retain students as well as faculty of color.
- Precollege programs to strengthen minority students' academic preparedness must be created. Connections between higher education institutions and local schools should be established or strengthened.
- Colleges and universities should establish flexible admissions criteria for nontraditional students, recognizing their potential for academic success.

- College curricula must be revised to incorporate multicultural content and perspectives, and faculty must be encouraged to create inclusive learning environments in their classrooms.

- Retention data must be reviewed, and solutions must be developed to address the needs of groups with low retention rates.

- Higher education institutions must provide social, academic, and financial support to students who need these types of services. Staff must be available to respond to the special needs of minority and nontraditional students. Weekend and evening classes should be available to help nontraditional students balance academic, work, and family obligations.

- Faculty rewards and incentives should be restructured to promote mentoring and field work. In making promotion and tenure decisions, most institutions currently place a far higher value on research and publication than on teaching, community service, or other aspects of scholarship.

Reaching Out to Schools

Beatriz Chu Clewell's paper, the second in the series, examines the "teacher cadet model," in which colleges and universities reach out to the schools to promote students' understanding of the teaching profession and their consideration of teaching as a career option. Her studies of two consortia that use this model lead to the following recommendations for teacher cadet programs:

- Successful collaborations between higher education institutions and "feeder" high schools require that these schools understand, concur with, and be willing to support the program goals. Colleges and universities can facilitate this process by choosing schools with which they already have ties.

- The students targeted by the teacher cadet program should have a high likelihood of persisting in their education and obtaining their teaching certification. Feeder schools chosen to participate in the teacher cadet program should enroll large numbers of students who match the characteristics of the target population.

- Teachers and counselors at the feeder schools should understand the rationale for recruiting nontraditional students and be given clear instructions for identifying students who fit the desired profile.

- Potential institutional barriers to program implementation must be identified and addressed early in the process.

- Teachers must be involved in planning program activities.

- Students involved in teacher cadet programs should be exposed to a mix of academic and motivational activities designed to strengthen their study skills, increase their preparedness for college, give them meaningful teaching experiences under the guidance of a master teacher, and provide opportunities for them to learn various teaching and tutoring strategies.

- Programs should recognize that low-income students involved in such programs need to work during the summer and after school. This need can be addressed by giving these students stipends or payments in exchange for tutoring or assisting teachers.

- Teacher cadet programs should negotiate with host colleges and universities to guarantee that students who complete the teacher cadet program are admitted to the institution and, if low-income students are involved, have access to financial support once they are enrolled.

- To measure program outcomes, students who participate in teacher cadet programs should be tracked after high school graduation, to determine whether they applied to, were accepted to, enrolled in, and graduated from a teacher education program.

Creating a Path Between Two- and Four-Year Colleges

The third paper, authored by Bernice Taylor Anderson and Margaret E. Goertz, looks at programs designed to help minority students in community colleges enroll in and graduate from teacher training programs at four-year colleges and universities. According to the authors, such programs require a number of elements to be successful:

- Once established, collaborations between two- and four-year institutions must be sustained to ensure the success of key program components: pre-education curricula at the community college; continuous student support services at both the junior and senior institutions; and a formal articulation agreement.

- Pre-education courses offered at the two-year college should be transferable to the four-year institution. There must be a cooperative working relationship between the office that reviews transcripts at the four-year college and counselors at the community college.

- Continuous student support services must be provided at both institutions.

- A key person at the community college must be available to help potential transfer students identify and clarify their options and to facilitate the transfer process.

- Community colleges must offer counseling or orientation sessions to pre-education majors so that they know which courses are required to transfer and recognize the challenges inherent in attending a four-year institution.

- Faculty from the four-year institution should teach community college pre-education majors, to help familiarize these students with the teacher training program and foster strong relations between the two- and four-year institutions.

Bringing Teacher Assistants into Teacher Education Programs

The fourth paper in the series, by Myra Ficklen Joy and Barbara Bruschi, examines model programs designed to recruit and train minority teacher assistants to become teachers. Eight programs are examined, and the elements that contribute to their success are carefully analyzed. The authors offer the following recommendations:

- Programs that recruit and prepare teaching assistants to become certified teachers should work closely with local education agencies to identify and recruit teaching assistants with the greatest potential to persist in a teaching program—for example, teacher assistants who have earned a certain number of hours of college credits, who are currently enrolled in a college or university, or who meet other criteria.

- Teacher assistants should have opportunities to pursue career paths, such as being certified as a teacher assistant with a bilingual emphasis, or transferring to a teacher preparation program at a four-year college or university.
- Teacher assistants should receive credit for their work experience in classrooms.
- Programs should offer flexible course schedules to accommodate teacher assistants' needs and obligations—for example, work and family demands.
- Financial aid and various types of support services such as faculty mentoring, orientation sessions, and individual advising should be provided to teacher assistants enrolled in teacher training programs.

Discussion

The last paper in the series, by Jacqueline Jordan Irvine, offers some final reflections on these many programs and strategies for diversifying the teaching force. While praising the successes these programs have achieved, the author points to a deeper, more fundamental need that must be addressed. "I believe," the author writes, "that the best way to attract students of color to the teaching profession is to make their pre-college experience academically challenging, interesting, and culturally relevant." Educational opportunities and career options must be expanded for all minority students, not simply those who wish to become teachers. The types of programs described here can begin to address this challenge by preparing a new generation of teachers who believe that all students can learn, and who are well equipped to work with students of many colors, backgrounds, languages, and cultures.

Chapter 1

Restructuring Teacher Education for Diversity: The Innovative Curriculum

Ana María Villegas
Educational Testing Service

Introduction

Cultural diversity is a fact of life in American classrooms.

Cultural diversity is a fact of life in American classrooms. Currently, students of color account for 30 percent of the elementary and secondary student population (NCES, 1993), and it is estimated that this figure will rise to nearly 40 percent by the year 2000 (Hodgkinson, 1986). Disturbingly, as the student population becomes more culturally heterogeneous, the teaching force is expected to become increasingly homogeneous. At present, ethnic minorities account for just 10 percent of the teaching force, and their representation is expected to drop to a meager 5 percent by the end of the decade (AACTE, 1990; Smith, 1992). These trends lead to the inescapable conclusion that teaching for diversity is one of the most critical issues in teacher education today. The demographic imperative calls for immediate action on two fronts. First, everyone entering the teaching profession—regardless of background—must be prepared to teach culturally heterogeneous classes. Second, teacher education programs must find ways to increase the pool of minority teachers who can serve as "role models" and "cultural brokers" for the growing numbers of minority students in elementary and secondary schools (Irvine, 1990).

. . . teaching for diversity is one of the most critical issues in teacher education today.

Teacher educators must address the demographic challenge swiftly and decisively. Unfortunately, there are few documented models of teacher education programs that focus on diversity. The overriding objective of this paper is to close the knowledge gap by describing three teacher education programs that have successfully restructured their curricula with the dual purpose of increasing the number of credentialed minority teachers and preparing prospective and provisional educators—whether minority or majority—to teach the full spectrum of students in today's classrooms.

Review of the Literature

The teacher education literature gives scant attention, at best, to the preparation of teachers for diversity (Dilworth, 1992; Zeichner, 1993). This oversight is alarming, particularly given demographic trends. Although not part of mainstream teacher education literature, a growing body of theoretical and empirical research focuses on what teachers need to know and be able to do to succeed with students from diverse cultural backgrounds. (For a comprehensive review of this literature, see Garibaldi, 1992; Irvine, 1990; Villegas, 1991; Zeichner, 1993). The salient themes in these works are summarized below.

Institutional Support for Teaching for Diversity

Reform in higher education does not occur in a vacuum. According to Mills and Buckley (1992), the success of any teacher education program in restructuring for diversity is largely influenced by the norms and processes of the host institution. Teacher education programs found in institutions actively committed to the inclusion of people from diverse backgrounds are more likely to address issues of diversity successfully than are those located in institutions that are insensitive to or silent on matters of cultural inclusion.

One way that institutions demonstrate their commitment to diversity is by actively recruiting and retaining candidates of color both as students and as professors (Clewell, Anderson, Bruschi, Goertz, & Villegas, 1992; Gollnick, 1992; Irvine, 1992). Among the factors that contribute to the successful recruitment and retention of students of color in higher education in general, and more specifically in teacher education, are the following: strong outreach efforts to minority communities, including mail campaigns, telephone contact, and information hot lines (AACTE, 1989; Anderson, 1989); admission requirements that give increased attention to applicants' leadership skills, motivation to succeed, maturity, residence in urban centers, and potential for learning and growth in addition to past academic achievement (Anglin, 1989; Howey & Strom, 1987; Mercer, 1984); strong academic and other support services, and financial incentives such as scholarships (Clewell et al., 1992; Waters, 1989); and the presence of cohort groups that function as supportive learning communities (Arends, Clemson, & Henkelman, 1992; Clewell et al., 1992; Nelson-Barber & Mitchell, 1992).

. . . teachers need to respect cultural differences.

The Knowledge Base for Diversity

The teacher education literature repeatedly cautions that the diversity characterizing cross-cultural classrooms precludes teachers' use of fixed scripts (Arends, Clemson, & Henkelman, 1992; Villegas, 1991; Zeichner, 1993). Nonetheless, there appears to be consensus on certain aspects of the knowledge base that teachers need for diversity, as described below.

Developing attitudes and predispositions. To work successfully with a culturally diverse student population, teachers need to respect cultural differences. Teachers must understand the behavior of culturally different students in terms of the norms of the communities in which the students are reared rather than as deviations from the norms of the White middle class. Teachers who consider behavior that differs from the mainstream as something to be remedied generally will not make accurate assessments of students' strengths and limitations (Hilliard, 1989; Moll, 1986; Nelson-Barber & Meier, 1990; Villegas, 1991). A lack of respect for cultural differences often leads teachers to emphasize what their minority students cannot do rather than what they are capable of doing well.

A lack of respect for cultural differences often leads teachers to emphasize what their minority students cannot do rather than what they are capable of doing well.

Teachers must believe that all students are capable of learning (Brooks, 1987; Delpit, 1988a; Dillon, 1989; Ekstrom & Villegas, 1991; Irvine, 1990; Moll, 1988; Tikunoff, 1990). Teachers who believe that students can learn convey this confidence in numerous ways, such as establishing high performance standards and encouraging all students to excel.

Teachers also must have a sense of efficacy (Brophy & Good, 1986; Irvine, 1990, 1992; Tikunoff, 1985; Villegas, 1983). When teachers accept responsibility for teaching their students, they treat students' difficulties as challenges to their own ingenuity. Instead of blaming students for academic problems, teachers with a sense of efficacy find ways to restructure learning activities to meet the students' needs.

Teachers must believe that all students are capable of learning.

There is little discussion in the literature about how best to help prospective teachers develop the attitudinal prerequisites for teaching. It seems clear, however, that teacher education must encourage preservice teachers to examine critically issues of prejudice, racism, privilege, and economic oppression in our society (Gomez & Tabachnick, 1992;

Murrell, 1991; Villegas, 1988; Zeichner, 1993). Additionally, teacher education programs must engage prospective candidates in a personal exploration of their own identities, attitudes, and beliefs. Teachers in training must learn to see themselves as cultural beings and must gain insight into their own cultural identities. Moreover, prospective teachers must be helped to confront their personal biases and prejudices (Gollnick & Chinn, 1989; Murrell, 1992; Villegas, 1988; Zeichner, 1993).

Teachers in training must learn to see themselves as cultural beings. . .

A strategy that might help prospective teachers develop positive attitudes toward students of color, according to Zeichner (1993), is to expose teaching candidates to multiple examples of practices proven effective with this student population (see Au, 1980; Dillon, 1989; Lucas, Henske, & Donato, 1990; Moll, 1988).

Gomez and Tabachnick (1992) help prospective teachers become more aware of their attitudes toward students of color by having them tell "stories" about their field experiences in weekly seminars. Student teachers are then guided through an analysis of critical moments in their narratives that give insight into their attitudes as well as emerging teaching skills. The case method has also been used to help prospective teachers to reframe classroom problems from different perspectives and reconsider deeply held beliefs and assumptions about culturally different students (Banks, 1991; Shulman, 1992).

Knowing students' language and culture. Knowledge of students' language and culture is a critical component of teacher preparation for diversity. As described in the literature, this aspect of the knowledge base includes developing an understanding of the language development process, different ways of knowing and approaches to learning, and the values and norms of various cultural groups in our society as well as their history (Smith, 1993; Zeichner, 1993).

Researchers caution that by focusing on the general characteristics of cultural groups, teacher education risks creating and/or reinforcing rigid stereotypes of these groups (Cazden & Mehan, 1989; Zeichner, 1993). Villegas (1991) argues that it is unrealistic to expect teachers, either novice or experienced, to develop a thorough cultural understanding of the numerous groups in our society. Yet, those entering the teaching profession should be expected to know various procedures they can use to gather cultural information about the different communities represented in their classes. These procedures include making home visits, conferring with community members, talking with parents, consulting with minority teachers, and observing students in and out of school to discern patterns of behavior that may be related to their cultural background.

Field experiences of various sorts (e.g., pre-internships, internships, supervised demonstrations, practicum, student teaching, community projects, field-based assignments integrated with courses) give preservice teachers excellent opportunities to learn how to gain access to ways of knowing, ways of communicating both verbally and non-verbally, and themes that are socially relevant in the lives of the diverse communities they are preparing to enter. Exposure to real classrooms and students' communities is not sufficient, however. Field experiences must be accompanied by guided reflection so that preservice teachers can analyze these experiences and derive maximum benefit (Nelson-Barber & Mitchell, 1992; Murrell, 1991).

Teachers can build cultural bridges between home and school by selecting appropriate instructional materials. . . using a flexible and varied teaching style that can accommodate cultural differences in learning.

Using students' cultural resources in the teaching-learning process. Current research in cognitive science shows that learning cannot be reduced to a mechanical act of acquiring new facts. Rather, it entails a restructuring or reconfiguring of what is already familiar (Resnick, 1989; Tharp & Gallimore, 1990; Vygotsky, 1978). That is, students' experiences in and out of school are the raw material or resources needed for learning to occur. To be effective, teachers must find ways to tap students' resources—both individual and cultural—in their teaching while at the same time stretching students beyond what is already familiar.

Teachers can build cultural bridges between home and school by selecting appropriate instructional materials (Hollins, 1989); using pertinent examples or analogies to clarify new concepts (Irvine, 1992); using a flexible and varied teaching style that can accommodate cultural differences in learning (Cazden & Legett, 1981; Garibaldi, 1992; Irvine, 1990; Tabachnick, 1991; Tikunoff, 1985); managing and monitoring classroom interactions in a culturally sensitive manner (Tikunoff, 1985; Villegas, 1991); and selecting evaluation strategies that enable all students to display their knowledge (Moll, 1988; Ortiz & Maldonado-Colon, 1986).

Implementing an enriched curriculum for all students. All students, including minority pupils, need a fast-paced curriculum that actively engages their attention (Levin, 1987; Moll, 1988; Pogrow, 1990). This curriculum should be intellectually stimulating rather than overly simplified, especially for those students who are performing below expectation. Research shows that emphasizing simplified academic tasks does not necessarily help low-achieving students.

Learning activities should be meaningful and their purpose should be clear so that students do not consider them simple busywork or arbitrary teacher demands (Delpit, 1988b; Edelsky, 1986; Moll & Diaz, 1987). Additionally, teachers should make academic standards clear to students and hold every student accountable to them (Delpit, 1988a).

To summarize, the professional literature shows that to be effective in cross-cultural classroom settings, teachers need to have favorable attitudes toward cultural differences, knowledge about students' language and culture, skills in establishing cultural bridges between home and school, and commitment to implementing an enriched and challenging curriculum for all students. These four broad principles comprise the core of the knowledge base for diversity.

Approaches to Diversity in the Teacher Education Curriculum

Since 1977, the National Council for the Accreditation of Teacher Education (NCATE) has required member institutions to address issues of diversity in their teacher education curriculum. Initially, most teacher education programs responded to this NCATE requirement by adding one or a few courses in "multicultural education" while leaving the "regular" curriculum largely intact (Garibaldi, 1992; Grant & Sleeter, 1985; Zimpher & Asburn, 1992). But there are fundamental problems with this approach to diversity. For one thing, the "add-on" courses are often optional, so that a student could graduate from a teacher education program without receiving any training whatsoever in diversity (Gay, 1986). Additionally, by compartmentalizing issues of diversity in this manner, teacher education programs promote a fragmented view of teaching and learning.

By now there is wide agreement that the add-on course approach is inadequate and that a fundamental restructuring of the teacher education curriculum is needed (Dilworth, 1992; Schumann, 1992; Zeichner, 1993). To be effective, teacher education programs must stop treating cultural diversity as subject matter separate from other aspects of pedagogy. Simply put, knowledge of cultural differences must become an integral component of pedagogy courses for all preservice teachers (Villegas & Clewell, 1994). This infusion approach to diversity is supported by most proponents of multiculturalism in teacher education, although obstacles in its implementation have been cited. According to Villegas and Clewell, a major problem with the infusion approach is that curriculum revision is time consuming, and faculty rarely are given incentives to engage in this important but unrewarded task. Perhaps more to the point, teacher education faculty generally lack preparation in cultural diversity. Zeichner (1993) argues that staff development for faculty is critical to the success of restructuring teacher education for diversity.

. . . a fundamental restructuring of the teacher education curriculum is needed.

In brief, teacher education programs are being challenged to restructure their curriculum in ways that give adequate attention to diversity in teaching and learning. Tinkering with the system by adding a course or two to an otherwise unchanged curriculum has failed to prepare prospective teachers for culturally diverse classrooms. The direction for the future is to infuse the entire curriculum with a multicultural perspective. Strategies for accomplishing this task remain unclear.

. . . teacher education programs must stop treating cultural diversity as subject matter separate from other aspects of pedagogy.

The Study

This paper draws on data collected as part of a larger study of innovative teacher education programs (see Clewell, Anderson, Bruschi, Goertz, & Villegas, 1993). The overriding purpose of the broader project was to study four approaches used by institutions of higher education to increase the pool of minorities in the teaching profession. These approaches were: (1) recruiting students from local community colleges into undergraduate teacher education programs; (2) recruiting and preparing teaching assistants from local school districts; (3) recruiting of students with baccalaureate degrees into fifth-year or post-baccalaureate teacher education programs; and (4) developing an innovative curriculum to prepare students to teach in culturally diverse classrooms.

The direction for the future is to infuse the entire curriculum with a multicultural perspective.

Twelve teacher education programs from across the nation were selected for participation in the study, three as representative of each approach. Sites were identified primarily from published reports on effective programs and nominations from experts in the teacher education field. This paper reports data from the three institutions in the innovative curriculum strand. (Throughout this paper, the three sites are identified with a letter code only.)

Data were collected in three stages. The initial stage included a review of documents containing background information on the program. In the second stage, a representative of the program responded to a written questionnaire soliciting information on demographic characteristics of the students served as well as documented program outcomes. Lastly, one of the project's co-principal investigators visited the site to interview faculty and other program staff, students, and other institutional personnel.

The three programs selected to represent the innovative teacher education curriculum approach had widely different institutional settings. At Institution A, a small liberal arts college for women, the entire teacher education program was involved in the study. While most of its students are White, this program has made considerable efforts to increase minority enrollment. Institution B is a comprehensive research center. A federally funded project, housed in the College of Education and primarily enrolling Latino students, was the focus of the investigation at this university. At Institution C, a medium-sized state university, an innovative project in the teacher education program was the target of study. This last project serves a predominantly African American student population. All three programs are located in sizeable urban centers. (A brief description of these teacher education programs and their host institutions is included in Appendix A.)

Findings

The findings are presented below in three parts: institutional factors supporting teaching for diversity, features of the innovative teacher education curriculum, and teaching strategies used by teacher education faculty.

Institutional Factors Supporting Teaching for Diversity

Four major institutional factors were found to contribute to the success of these teacher education programs: (a) commitment to multiculturalism; (b) support services for participating students; (c) financial incentives; and (d) use of cohort groups.

Commitment to multiculturalism. All three programs were located in institutions that embraced the value of multiculturalism.

At Institution A, commitment to cultural diversity is evident in the college's goals statement. Specifically, one of the institution's stated goals is "to develop in students the ability to live meaningfully in a multicultural world." Since the early 1980s, Institution A has committed substantial resources to creating an inclusive college community. The college devised new strategies to increase the enrollment of students of color, revised the entire college curriculum to give it a multicultural perspective, and created a multicultural campus climate.

To increase diversity in the student body, Institution A added a position for a "minority recruiter counselor," a joint appointment of the Admissions and Academic Services Departments. The counselor networks with agencies, committees, and individuals of different ethnic groups in nearby communities with the goal of increasing community confidence in the college environment and its academic and professional programs, including teacher education. To help applicants who do not meet traditional college admissions requirements, Institution A developed a precollege program aimed at strengthening their academic preparation as well as their language and study skills. As an alternative to traditional admissions criteria, the program uses a "behavioral event interview" to identify students' abilities in areas associated with potential for success in college. According to a college administrator, the precollege program has contributed to increased minority enrollment.

Institution A's Office of Multicultural Services, created in 1982, serves as a resource to the college community in matters related to curriculum and campus culture. This office has helped to transform the institution by implementing several innovative programs. For example, the college has revised its entire curriculum to better reflect the multicultural nature of the United States. It added a Weekend College to meet the scheduling needs of all students, particularly minority women. The college also initiated a massive staff and faculty development effort designed to address diversity issues. Additionally, it created a college committee to review retention statistics for different student groups and to recommend new or revised programming for student groups for whom retention might be improved.

Institution B is equally committed to creating an inclusive university climate, as is evident in the numerous strategies used to increase diversity within the university community. For example, a Latino was recently appointed president of the university and an African American was named dean of the College of Education. The university has an aggressive program to recruit minority faculty. The College of Education, in particular, has been highly successful in attracting new minority faculty.

Institution B has made a concerted effort to recruit minority students as well. Recently, a new "recruitment coordinator" position was created. The coordinator is responsible for designing and implementing a vigorous recruitment effort to attract ethnic minorities to the university in general and to the college of education in particular. In the past three years, the university changed its admissions requirements to include multicultural criteria. For example, the new admissions policy for the College of Education gives credit for applicants' proficiency in both English and other languages common to the region, and to demonstrated ability to work successfully with members of different racial and ethnic groups. This policy change has facilitated recruitment of minority candidates, according to program staff. Equally important, the new policy signals to all applicants the high status the university gives to cross-cultural experiences and skills.

Institution C is a truly urban university with a mandate to serve nontraditional students. It has a minority enrollment of 29 percent, about 70 percent of the students work full or part time, and 64 percent are 22 years of age or older. The student body also reflects the socioeconomic range of the state. Institution C's teacher education program approaches multiculturalism through a focus on preparing teachers for urban classrooms. Its position is that all teachers, but especially those who are preparing to work in urban settings, must be prepared to teach children from culturally diverse backgrounds. Although the cross-cultural curriculum is used only in part of the teacher education program, it has had a broader impact on the education curriculum because a large number of faculty in the Division of Education are involved in the innovative curriculum project.

In brief, the three participating institutions have created a rich environment for diversity by modifying hiring practices, admissions policies, student recruitment procedures, support programs, and curricula. In so doing, these institutions have become more attractive to minority students and others committed to multiculturalism.

Support services. Once admitted to an institution of higher education, many students need academic and social support to ensure that they remain through graduation. This is especially true for first-time college students, a group that includes many students of color. This section describes the various support systems in place at the three institutions studied.

Institution A offers students a variety of support services, including academic assistance such as noncredit courses in reading, writing, critical thinking, and mathematics; language and mathematics centers that provide learning support on a drop-in basis; peer tutoring to provide one-on-one assistance; and study groups organized by the Support Services Department. As acknowledged by the director of Student Services at this college, the availability of academic support services does not guarantee their use. Students who are identified as having a specific academic weakness are prescribed an individual support plan and expected to complete it. For students who attend Institution A's Weekend College, child care service is available. The availability of these support services, combined with the institution's reputation for seeing students through to graduation, make the teacher education program at Institution A highly attractive.

Institution B also attracts and retains students with an extensive system of academic support services, including: courses in English-as-a-second-language for speakers of languages other than English; regularly scheduled workshops and seminars on specific areas of need, such as writing papers; fully staffed academic assistance centers; and course-based study groups organized by teaching assistants. To ensure that students who need these support services use them, program faculty and staff take it upon themselves to sign up students for tutorials or workshops.

Institution C offers extensive academic services to all students, including those in the target teacher education program. These services are similar to those reported earlier for Institutions A and B. As the need arises, students are referred to support services by project staff.

Financial incentives. Higher education is costly. Many academically capable individuals, particularly those from lower socioeconomic backgrounds, cannot afford to enroll in teacher education programs. Institutions can help such individuals overcome this barrier by offering financial incentives. At Institution B, students selected to participate in the target teacher education program are given tuition, which is paid for with federal funds. Full-time students receive monthly stipends of $200, also supported by federal funds.

In keeping with its commitment to increasing minority enrollment in teacher education, Institution A created a special scholarship for minority students who want to go into teaching. With support from local industry, the college has been able to provide special scholarships for talented minority students in each of the past four years. Minority teaching scholarships are also available at Institution C.

Cohort groups. The use of cohort groups contributes to the success of the three innovative teacher education programs involved in this study. At each site, students are admitted to the teacher education program as a group or cohort. Instead of feeling that they are on their own once they are admitted, most students who enter the program as part of a cohort report drawing support from the group. As one student expressed it: "The program is a big family. The family helps me, and I feel accountable to the family."

The three programs use various strategies to help create supportive learning communities for their students. These include holding regular group meetings, limiting selected classes to students in the cohort, and assigning at least two students from the group to any single class taken outside the department. In brief, the data show that belonging to a cohort inspires a sense of security for students from all backgrounds, but especially for first-time college students who generally are unfamiliar with higher education institutions.

To summarize, the three teacher education programs in this investigation benefitted in at least two important ways from their institution's support for multiculturalism. First, by becoming more culturally inclusive, these institutions attract more students of color, thereby expanding the pool of such candidates for teacher education. Second, by making diversity issues central to the intellectual life of the campus community, these institutions legitimize the important work of restructuring the teacher education curriculum for diversity.

. . .it is not surprising that the teacher education curricula for diversity are oriented toward urban schools.

Features of the Innovative Teacher Education Curriculum

The teacher education curricula in these three programs share at least three important features: (a) an urban orientation; (b) a clear vision of what teachers need to know and be able to do to succeed with students from different cultural backgrounds; and (c) a strong field component.

Urban school orientation. Given current and projected demographics, it is not surprising that the teacher education curricula for diversity are oriented toward urban schools. Recent data show that students of color already constitute a majority of enrollees in all but two of the 25 largest U.S. cities.

. . .urban districts urgently need more teachers who are well prepared to teach students from diverse cultural backgrounds. . .

The three teacher education programs described in this paper were designed expressly to meet the needs of neighboring urban school districts, and this continues to be their overriding goal. Broadly stated, urban districts urgently need more teachers who are well prepared to teach students from diverse cultural backgrounds, and more minority teachers who are fully credentialed.

All three teacher education programs enjoy good collaborative relationships with local school districts. To ensure responsiveness to the needs of districts served, these programs involve district representatives in revising and monitoring the teacher education curriculum. In two of the sites, district personnel assist in selecting teacher education students, and all three programs involve district staff as co-instructors of selected teacher education courses. Occasionally, the teacher education programs cosponsor professional seminars and conferences with collaborating districts.

The knowledge base for teaching for diversity. The teacher education curriculum in these programs is not just a collection of courses that, when completed, guarantee graduates a teaching license. Instead, the course of study embodies a clear vision of the attitudes, knowledge, and skills that teachers need to work effectively with students from diverse cultural backgrounds.

At Institution A, students are expected to demonstrate a set of "outcome abilities." These include the abilities to integrate knowledge of a discipline with educational theories or frameworks, to diagnose the needs of students as individuals and groups, to manage resources in support of learning, to communicate effectively, and to draw students' experiences and ideas into the classroom. These abilities, which are developed through professional education courses, give cohesion to the curriculum. Multiculturalism is a strand that runs throughout the undergraduate curriculum at Institution A, including both liberal arts and professional coursework. As part of their multicultural preparation, prospective teachers are helped to understand and respect the diverse cultural backgrounds of learners and to recognize the wide range of approaches to learning. Additionally, they are helped to see how factors such as race/ethnicity, social class, and gender influence learning.

The curriculum in the participating teacher education program at Institution B is also innovative, but in a way that differs from Institution A. Two core multicultural courses examine issues of language and culture in education and explore linkages between home and school. A set of courses in bilingual education and English-as-a-second-language instruction help candidates develop skills needed in teaching language minority students. Another set of courses develop skills in subject-specific pedagogy. Because this program prepares teachers to work with language minority students, it includes a strong focus on language development theory and practice, a theme that permeates the entire curriculum.

Strong field component. Traditional teacher education programs are often criticized for their seclusion in the ivory tower and inability to respond effectively to the practical needs of school districts. This criticism does not apply to the three teacher education programs in this study, each of which has collaborative relationships with urban schools and a curriculum with a strong field component.

At Institution C, the success of the target teacher education program is largely due to its collaborative relationships with three school districts and with a particular school in each of these districts. District and school personnel have been involved in the program at every phase, from planning and development to implementation and monitoring. The involvement of district staff has given the program a practical bent. Three schools in the participating districts provide the training ground for an intensive field experience. During their student teaching, program participants spend much of their time at school sites with master teachers who monitor and give feedback on their teaching. According to program faculty, the field experience is an essential component of this urban teacher education project.

At Institution B, the teacher education curriculum has a strong field/clinical experience core. Students spend a substantial nine credit hours in field work. Most field experiences engage prospective teachers in conducting supervised assessments and teaching literacy-related practices with language minority students in public schools.

The teacher education program at Institution A gives prospective teachers numerous field experiences in urban school and community settings, beginning as early as a students' first semester in the program. An important goal of these field experiences is to make multicultural knowledge real to teacher candidates. Each field placement is tied to a college-based seminar designed to help students process their experiences. The seminars make extensive use of "reflective logs" in which students are encouraged to make connections between theoretical knowledge and practical applications.

In describing one of his field seminars, a faculty member from Institution A explained that his goal is to help prospective teachers learn to analyze different situations closely. He uses a "framing technique" in which teachers interpret what is going on in a particular situation, then are encouraged to think of an alternative interpretation or "frame" for the same situation. The purposes of this technique are to activate conversations about cultural differences and to allow teachers to explore their attitudes toward these differences.

Students from all three programs reported that the field experience component facilitated access to teaching positions in their practicum districts. Through networking with teachers and administrators in the districts, students hear about available positions. Frequently, recommendations from teachers and principals in the districts carry substantial weight in hiring decisions.

Teaching the Innovative Curriculum

Ultimately, the success of the teacher education curriculum depends on faculty. The data from this study show that the faculty from the three programs described are, by and large, committed to good teaching. In fact, this commitment to teaching is a major contributor to the success of these programs.

The faculty members who were interviewed expressed a belief that everyone is capable of learning, if only teachers/professors can create an inclusive learning environment. Several faculty noted that one way they involve students in the learning process is through journal writing, which they described as a powerful vehicle for self-expression and problem solving.

At all three institutions studied, a recurring theme in the faculty interviews was the need to build on the knowledge and experiences of students in their classes. One faculty member from Institution A reported that the content of her courses and the methods she uses to teach this content change constantly as she searches for ways to tap the background knowledge and experiences of her pre-service teachers. Her goal is to capitalize on the multiculturalism present in the class. Another professor from the same institution explained that he encourages students to express their opinions, even when these opinions run counter to his own. Still another professor added that he does not shy away from controversial issues of race and social class. In his view, it is essential that teacher education programs allow for conflict in class in order to examine it critically.

. . .teacher education faculty need to model multicultural teaching in their own college/university courses.

These data suggest that, to be effective in preparing students to teach in multicultural classroom settings, teacher education faculty need to model multicultural teaching in their own college/university courses. This idea was aptly phrased by one preservice teacher as follows: "Good professors are those who practice what they preach."

Summary and Conclusions

This paper described three teacher education programs that were restructured successfully for diversity. The cross-site analysis revealed numerous factors that influenced the success of these programs. First, all three programs were found in institutions committed to diversity. This commitment was evident in the institutions' missions, goals statements, policies, and practices. The three institutions had found different ways to create a more inclusive college/university community by recruiting and retaining greater numbers of students, faculty, and administrators of color.

To retain students of color and help ensure their graduation, the institutions had established varied support services designed to strengthen students' academic and study skills through noncredit courses, tutorials, workshops, seminars, labs, and study groups. To maximize the benefits of these support services, students in need were prescribed a specific course of action and either encouraged or required to follow these prescriptions. The mere availability of these services at an institution is not sufficient.

Teacher education programs used financial assistance, typically in the form of scholarships or tuition waivers, very effectively to recruit minorities as well as other individuals committed to improving urban education. By bringing students into the programs in groups or cohorts, these teacher education sites created supportive learning communities.

The curricula of these teacher education programs shared certain features. For one thing, all three programs addressed the needs of urban school districts by preparing teachers to work well with students from diverse cultural backgrounds. Accordingly, in each program, the curriculum emphasized the importance of teachers' knowing about the languages and cultures of their students, and of using this knowledge in teaching. Developing an open attitude toward diversity and high expectations for all students were two other critical elements of the curriculum in each program. Rather than treating diversity as a subject matter that can be packaged in one or two courses, these teacher education programs infused multiculturalism throughout the entire curriculum. All three programs provided extensive field experiences, supported by college-based seminars.

Ultimately, the success of these teacher education programs depended on the faculty's preparation to deal with diversity in teaching and learning. The most effective faculty, according to students interviewed at each site, were those who modelled multicultural strategies in their own teaching.

. . . restructuring teacher education for diversity is particularly complex in university settings.

The findings from this study suggest that restructuring teacher education for diversity is particularly complex in university settings. The reward structure at most universities does not value faculty involvement in curriculum development and community service efforts. Faculty in the participating teacher education programs, particularly nontenured members, experienced conflict between their desire to contribute to curriculum development and to spend time in schools, and pressure to publish. This barrier was not evident in Institution A, an undergraduate institution with a strong commitment to excellence in teaching and community service.

The emphasis on research in higher education has especially serious implications for minority faculty in programs restructured for diversity. Programs such as those described in this paper demand that faculty give attention to good teaching, invest time in curriculum development, and make frequent visits to schools. Because many minority faculty are nontenured, they are especially vulnerable if their institutions place little value on these activities. Another factor makes the experience of minority faculty even more difficult. Minority faculty function as role models for minority students, and often spend considerable time mentoring these students. This reduces even further the time available for research. Thus, the traditional system of values and rewards in higher education penalizes minority faculty doubly.

The emphasis on research in higher education has especially serious implications for minority faculty in programs restructured for diversity.

Chapter 2

Reaching Out to Schools

Beatriz Chu Clewell
*The Urban Institute**

Introduction and Purpose

. . . potential teachers must be identified early in the educational pipeline, exposed to teaching as a career, and academically prepared to enter and succeed in college.

Those using the teacher cadet approach to increase the number of minority teachers recruit and work with students at the middle school and high school levels to attract them to teaching and to provide academic enrichment. This approach is based on the rationale that potential teachers must be identified early in the educational pipeline, exposed to teaching as a career, and academically prepared to enter and succeed in college. General strategies for accomplishing these goals involve identifying at an early age students who have the potential to be teachers; providing activities to awaken their interest in teaching and inform them about teaching as a career; giving them hands-on teaching experiences; encouraging and preparing them to attend college; and helping them to remain in high school until graduation and to perform well academically. Specific strategies include the establishment of Future Teacher Clubs, internship programs, summer programs, and academic support programs that include test-taking instruction and college-related information, career days, visits to teacher education programs on college campuses, and presentations in local schools. The teacher cadet model as an intervention approach often involves establishing long-term relationships or partnerships with area high schools or middle schools.

The teacher cadet model as an intervention approach often involves establishing long-term relationships or partnerships with area high schools or middle schools.

This chapter describes efforts by two Ford Foundation-funded consortia (involving a total of eight institutions) to develop and implement teacher cadet programs. Each consortium employs a different model. The Louisiana Consortium requires close collaboration of two institutions—Tulane and Xavier Universities—that work with the same cohorts of students and Grambling University, which works with a separate cohort. The Georgia Consortium, which includes Spelman College, Morehouse College, Agnes Scott College, Emory University, and Paine College, replicates a similar model at separate sites, with each participating institution focusing its recruitment on a specific geographical area.

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*This chapter was prepared while the author was employed at Educational Testing Service.

The chapter focuses on successful strategies utilized by these programs for identifying partnership schools and establishing relationships with them, recruiting participants, recruiting and training staff, structuring meaningful academic year activities and internship experiences, and developing curriculum and activities for an effective summer program. Design and implementation issues are discussed, based on program experiences that provide insight into the challenges to be expected by other programs wishing to develop effective teacher cadet programs.

Overview of Ford Foundation Minority Education Demonstration Project

The Ford Foundation Minority Education Demonstration Project was designed to attract able teacher candidates, prepare them well in institutions of higher education, and present an effective array of model programs for state policymakers and administrators to replicate. Specifically, the program intended to demonstrate effective strategies for identifying talented minority students (whose potential was not recognized by traditional criteria); recruit them into selected teacher education programs committed to developing support mechanisms for teacher preparation; and help strengthen the colleges' capacity to perform these functions. In focusing intervention on nontraditional students, the Ford Foundation did not define "nontraditional" but left its interpretation open to the individual consortia with the expectation that they would define the term within the context of their own situations.

To carry out its plan, the Ford Foundation established state-based consortia allying carefully selected institutions in a state under the leadership of a convener. These consortia provided for collaborations among member institutions to pilot a wide variety of strategies aimed at recruiting, preparing, and graduating nontraditional minority teacher education students. Described below are the efforts of two consortia that chose the teacher cadet model as the main strategy to address the shortage of minority teachers in their respective states.

Program Descriptions

Program descriptions describe the programs as they existed at the time of site visits conducted in 1991-92. Although there have been some changes in the programs' design and/or structure since the visits, the effectiveness of the changes has not yet been established. The changes, therefore, are not included in the program descriptions.

The Louisiana Consortium

The Louisiana Consortium brings together three institutions. Two are among the state's most productive private institutions of higher education, while the third is one of Louisiana's most visible state institutions of higher education. The Consortium, which is under the leadership of the Southern Education Foundation, addresses the dire underrepresentation of minority teachers in the state, a situation that threatens to become worse in the future. In just five years, more than half of all African American teachers currently employed in Louisiana schools will be eligible for retirement. If present attrition rates in the system continue, only 6 percent of approximately 2,000 African American students now enrolled in teacher preparation programs statewide are likely to become certified teachers. The strategy chosen by the Consortium to alleviate the problem has been to develop working models to identify, recruit, and train African American youth who possess the potential for academic achievement but who have not yet mastered the skills required to demonstrate adequately their scholastic aptitude. Activities are focused at the precollegiate level (although Grambling State University has implemented test preparation activities in its teacher education program as part of the consortial effort). The Louisiana Consortium, after receiving a nine-month planning grant from the Ford Foundation, began implementing its programs in 1990-91.

Participating Institutions

Grambling State University, a predominantly African American institution, is located in Grambling, Louisiana, in the southern part of the state. Founded in 1901, Grambling State has a long history of responding to state and national needs for trained teachers. In 1928, it became a state junior college to train elementary teachers for small rural schools.

The teacher education programs have evolved over time to include secondary education and master's and doctoral level degrees in curriculum development and administration. Grambling's student enrollment is approximately 7,000 students. In the middle and late '70s, the university experienced substantial drops in its teacher education enrollment due to state-mandated admissions and graduation requirements. The future of the College of Education in the 1980s was bleak. A new Dean of Education was recruited, and a very ambitious restructuring took place. It produced the "Grambling Model" of teacher preparation, emphasizing early intervention, a model that has been widely accepted as an effective one. The Ford project is housed in the College of Education within the division of Teacher Education.

Tulane University, one of the major private research universities in the country, is located in New Orleans. Enrolling more than 7,300 undergraduates and 4,000 graduate and professional students, it was established in 1834 as the Deep South's first medical school and is now in the top quarter of the nation's universities. The Tulane component of the Louisiana Consortium is located in the Educational Resource Center which is not part of the university's Department of Education. The Center provides the assistance students may need to do well in college; to that end, it offers centralized academic support services. Tulane's involvement, as the preeminent predominantly White institution in Louisiana was important to the success of the consortium effort in the state. Involvement in the consortium is also beneficial to Tulane. University officials recently announced the establishment of a Minority Task Force to address broader issues of recruitment, retention, and campus climate for faculty, staff, and students in all minority groups.

Xavier University, in New Orleans, is the only predominantly African American Catholic institution in the U.S. Founded in 1915 by the Sisters of the Blessed Sacrament, a Catholic religious community established to serve American minorities, the university has an undergraduate enrollment of less than 2,000 students. Xavier has excelled in preparing students for careers in the sciences, and approximately 60 percent of its students are mathematics, health, or natural science majors. One of the university's missions is to provide minority teachers for institutions of learning. The Xavier component of the Consortium is located in the Department of Education; the program coordinator, who is also the director of the Student Teaching program, reports to the chair of that department. Xavier's involvement in the consortium is a logical extension of its role in developing nationally renowned precollege initiatives to prepare minority students for careers in several fields, including biological and physical sciences, engineering, and the humanities and social sciences.

The target population for the Consortium's efforts is, in the words of the proposal, "Black youth who, while possessing the potential for academic achievement, have not yet mastered the skills required to demonstrate their scholastic aptitude."

Program Goals

As mentioned earlier, the goals of the Louisiana Consortium are to identify, recruit, and train African American youth as teachers. The target population for the Consortium's efforts is, in the words of the proposal, "Black youth who, while possessing the potential for academic achievement, have not yet mastered the skills required to demonstrate their scholastic aptitude."

Program Features

The model has three components: a Future Teachers' Club for 9th and 10th graders; a Teaching Internship Program for 11th and 12th graders who have participated in the teachers' club; and a Summer Enrichment Program for students who have completed the internship experience.

The teacher cadet model implemented by the Consortium takes a pipeline approach in working with students from the freshman through the senior year of high school. The model has three components: a Future Teachers' Club for 9th and 10th graders; a Teaching Internship Program for 11th and 12th graders who have participated in the teachers' club; and a Summer Enrichment Program for students who have completed the internship experience. The three participating institutions collaborate in implementing these components as follows.

Future Teachers' Clubs. Under the leadership of Xavier University, Future Teachers' Clubs (serving 79 students) have been established in three New Orleans high schools. Grambling State has established one club that enrolls 52 students at the Grambling State University Laboratory School. The New Orleans schools have a predominantly African American enrollment and are located in economically challenged communities. They have lower college entrance rates and higher high school dropout rates than most of the other schools in the district. These high schools were chosen because they serve low socioeconomic status, disadvantaged students who match the target population described in the proposal. Club activities include test preparation workshops and college-bound programs that introduce students to the tasks of choosing a college, applying, and obtaining financial aid. Activities include visits to college campuses. The clubs

Club activities include test preparation workshops and college-bound programs that introduce students to the tasks of choosing a college, applying, and obtaining financial aid.

expose students to the teaching profession through "shadow days" (where students take over a classroom for a day), career days, teacher appreciation activities, visits to nursery schools, and teacher assistance projects (such as helping teachers correct papers, making bulletin boards, etc.). Some Future Teachers' Clubs also offer community service activities, cultural events, and self-development workshops on topics such as building self-esteem.

The internships provide hands-on experiences in teaching for these students.

Teacher Internship Program. The Teacher Internship Program is conducted under the leadership of Tulane University. There are internship programs at both the New Orleans (35 participants from four public high schools) and Grambling (16 participants from the Grambling Laboratory School) sites. The Teacher Internship Program works with juniors and seniors in the high schools where Future Teachers' Clubs have been established. The idea is for 9th and 10th grade club members to progress into the internship program after two years in the club. The internships provide hands-on experiences in teaching for these students. The two main components of the program are internship activities in the schools and an enrichment component. Internship activities enable students to work four hours per week for $4 per hour assisting teachers in various activities. The enrichment component provides students with ongoing training that enhances and develops their skills as tutors and helpers via the internships and provides information and support that will enable them to enter postsecondary education. In New Orleans, interns serve in 14 different elementary schools and after-school centers; at Grambling, interns work in the Laboratory School. Teacher Internship Program participants who meet selection criteria are eligible to participate in the Summer Enrichment Program at Xavier University.

The Summer Enrichment Program curriculum provides formal instruction in language arts, teacher education, learning skills, and Afro-American history in the mornings. Tutorials, study groups, and extracurricular activities are held in the afternoons.

The Summer Enrichment Program. The Summer Enrichment Program is held on the campus of Xavier University for students who have completed the internship program and for other students who are considering education as a major. Tulane University assists in the effort, which serves Teacher Internship Program students from the New Orleans and Grambling sites. The goal of the six-week program is to provide academic enrichment for participants who have already participated in the club and internship programs. The Summer Enrichment Program curriculum provides formal instruction in language arts, teacher education, learning skills, and Afro-American history in the mornings. Tutorials, study groups, and extracurricular activities are held in the afternoons.

Program Participants

. . . the Consortium felt that intervention should begin at a relatively early point in the pipeline and that assistance should be provided to students who were truly nontraditional in order to expand the pool of potential teacher educators.

As mentioned in the "Goals" section of this chapter, the Louisiana Consortium's target population is the nontraditional African American high school student who, without the program intervention, would not have considered attending college. This target population was chosen because, given the poor high school preparation of minority students in Louisiana public schools, the Consortium felt that intervention should begin at a relatively early point in the pipeline and that assistance should be provided to students who were truly nontraditional in order to expand the pool of potential teacher educators.

In its first year of operation, Future Teachers' Clubs were established by Xavier University in three New Orleans public high schools with large enrollments of disadvantaged African American students; 79 9th and 10th graders were enrolled. In Grambling, one club was started in the Grambling State University Laboratory School; 52 students in 9th through 12th grades were enrolled. The typical Future Teachers' Club participant was described by program staff and sponsors as "female, Black, 14 to 15 years old, living in the community close to her school. She probably has several sisters and brothers who are younger, and she may come from a single parent home. Her mother has not attended college. This participant reads at a 7th or 8th grade level and is likely to be making Bs in nonacademic courses and Cs and Ds in tough courses. She is probably not a very outspoken student, but is thoughtful about what is happening to her academically. She is typically not a leader, but a volunteer, and she has a lot of responsibilities outside of school. She is interested in boys and is a confused adolescent. She may have dreamed of going to college and may have the potential but not know it."

The target population for the Teacher Internship Program is African American 11th and 12th graders who have participated in Future Teachers' Clubs in their high schools as 9th and 10th graders. These students are required by the schools to have a minimum GPA of 2.0 to participate in extracurricular activities; further, they had to be from schools in economically challenged areas with low test scores, and have an interest in teaching. Since both the internship and teachers' club programs began simultaneously, there was no "feeder" system for the Teacher Internship Program the first year. It therefore enlisted the assistance of guidance counselors in the teachers' club schools to identify and recruit 11th and 12th graders. The internship program enrolled 51 students—16 in Grambling and 35 in New Orleans. The typical intern is described as "female, Black, 17 years old or a junior in high school. She has an average to above average GPA in an average to below average educational environment. She is from a low income family and community and would be the first in her family to attend college. She is smart, outspoken, and tends to be involved in extracurricular activities."

The typical intern is described as "female, Black, 17 years old or a junior in high school. She has an average to above average GPA in an average to below average educational environment. She is from a low income family and community and would be the first in her family to attend college. She is smart, outspoken, and tends to be involved in extracurricular activities."

The Georgia Consortium

Members of the Georgia Consortium are Spelman College (the lead institution), Morehouse College, Agnes Scott College, Emory University, and Paine College. All but Paine College are located in Atlanta. The Consortium was formed to address the need for minority teachers in the state of Georgia, which has experienced a critical shortage of teachers since the early 1980s. This shortage is due both to significant growth in the K-12 student population and a high attrition rate among classroom teachers. While Georgia needs approximately 8,000 new teachers yearly, schools of education in the state produce fewer than 3,000 certified candidates per year, many of whom do not enter the teaching profession. Although a shortage of minority teachers exists, the extent of this shortage is difficult to ascertain because the state did not collect information on race/ethnicity of employed teachers until 1990. It can be inferred from the high attrition rate for all teachers and the low numbers of minorities entering teacher education programs, however, that this shortage is acute. A survey of teacher education programs conducted by the American Association of Colleges of Teacher Education in 1988 found that in Georgia, African Americans account for a mere 8 percent of undergraduates enrolled in Georgia's teacher preparation programs, compared to 37 percent African American enrollment in elementary and secondary schools in the state.

The initiative developed by the Georgia Consortium to address the state's minority teacher shortage was based on the Consortium's feeling that locally based collaborations between college and school districts would have potentially greater impact on the minority teacher supply than would broader statewide efforts.

The initiative developed by the Georgia Consortium to address the state's minority teacher shortage was based on the Consortium's feeling that locally based collaborations between colleges and school districts would have potentially greater impact on the minority teacher supply than would broader statewide efforts. The Consortium, therefore, chose to work with local school districts in the area where member institutions were located. Specifically, it developed a proposal to recruit rising high school seniors for participation in a teacher cadet program. This early intervention program would involve model teachers from nearby high schools as instructors in a summer enrichment residential program and as mentors to participating students throughout their senior year. The model was designed to recruit, encourage, and support minority students in choosing teaching as a career through mentoring, counseling, and academic and clinical experiences. After a startup period of nine months, during which selection criteria for students and mentors were developed and a common curriculum for the summer residential sessions was designed by Consortium members, the four institutions began implementing the program. (Morehouse College, while a member of the Consortium, does not run a program but is the receiving institution for male student participants in the Spelman program.)

The model was designed to recruit, encourage, and support minority students in choosing teaching as a career through mentoring, counseling, and academic and clinical experiences.

Participating Institutions

Spelman College, which enrolls 1,750 students yearly, was the first of only two historically Black colleges for women in the United States. As a member of the Atlanta University Center—a consortium of six institutions of higher education—Spelman offers its students both the benefits of a small college and access to the resources of the other five participating colleges and universities. The college was founded in 1881 and has focused on the training and personal development of young women since that time. The various Spelman programs are designed to give students a comprehensive liberal arts background through study in the fine arts, humanities, social sciences, and natural sciences. A critical mission of the institution is to educate African American women leaders in an academic climate conducive to the full development of their intellectual and leadership potential. Although Spelman does not offer a major in education, it provides courses leading to teaching certification in Georgia. The Ford program is housed in the Education Department of the institution; the program director reports to the provost. Spelman's program also serves male students who are interested in teaching careers and planning to attend Morehouse College.

Agnes Scott College is a private liberal arts college for women located in Decatur, Georgia. Founded in 1889 by Presbyterians and still associated with the Presbyterian Church, its mission is to form and develop Christian character and a high standard of scholarship. The college has a historical commitment to educating women; minority women have been encouraged to apply, particularly since the 1970s. Of the 600 students enrolled, 12 percent are African American. The Ford program is housed in the Education Department of the college, although the project director reports to the Dean of Students who is responsible for most summer programs.

Emory University is a private research university situated in the wealthy suburbs of Atlanta. It was founded more than 150 years ago by the Georgia Methodist Conference to provide a comprehensive liberal arts education for young Southern men. In 1919 it began admitting women, and in 1962 it enrolled its first African American students. Its enrollment is about 9,400 students equally divided between undergraduates and graduates. The Ford program is located administratively within the Division of Education, a unit under Arts and Sciences. Until recently, a tenured associate professor had general responsibility for the program. The summer program is coordinated by a local assistant high school principal.

Paine College is a private, historically Black institution in Augusta. While primarily committed to offering a liberal arts education, Paine has recently strengthened its programs in the pre-professional sciences, business, and teacher education. The college enrolls approximately 700 students and offers a major in teacher education. The Ford program is housed in the Education Department, with the chair of that department coordinating all program activities.

Program Goals

The goals of the Georgia Consortium are to develop and implement methods for identifying and selecting 100 prospective minority teacher candidates; to provide a precollege residential experience in a college setting to improve students' performance in selected academic and academic support skill areas through the use of creative instructional strategies; to expose students to cultural awareness, leisure time, and social development activities designed to promote growth in these critical areas; to provide supervised field activities in cooperating local agencies to enable the students to experience facilitating others' learning; to provide a precollege experience in a high school setting to stimulate interest in teaching through enhancing activities (clubs and interest groups) and mentoring by model teachers, distinguished educators, and program staff; and to initiate a sequence of events designed to enroll students in a four-year college and subsequently provide mentoring and advisement to promote their entry into and completion of a teacher education program with professional certification.

The main program components include an intensive four-week summer program for selected rising high school seniors and a year-long support system for participating students once they enter their senior year in high school.

Program Features

The Georgia Consortium teacher cadet model is replicated separately at each of the four institutions described above. This section on program features discusses the general model and then describes any deviations from the model or features that are unique to individual institutions.

The main program components include an intensive four-week summer program for selected rising high school seniors and a yearlong support system for participating students once they enter their senior year in high school.

The summer enrichment program. This residential, four-week program involves the implementation of five curriculum modules developed by committees made up of consortium members. They are as follows:

> Module 1: The purpose of this communication module is to have students "read critically, write clearly, coherently and in a grammatically correct manner, communicate effectively through formal and informal discourse, expand their vocabulary, and listen critically." These objectives are to be met through 30 hours of instruction. To accomplish these objectives, students are guided through a series of activities, including reading literature of several genres, writing essays, and giving oral presentations.
>
> Module 2: This 30-hour module focuses on mathematics and computer skills. Emphasis is given to "teaching the application of mathematical skills rather than specific mathematical facts." The module makes extensive use of computers.

Module 3: This module, also 30 hours in length, focuses on study and test-taking skills, critical thinking skills, problem solving, decision-making, and values clarification.

Module 4: The fourth module consists of a set of pedagogical field experiences. Students are placed in different sites (e.g., day care centers, summer camps, public school summer schools) for a total of 30 hours during the summer. They are asked to keep a reflective journal in which they "record their perceptions and impressions, pose questions for discussion, and record classroom observational data." The field experiences are accompanied by a seminar that prepares students for their placement activities and provides the forum for discussing these experiences.

Module 5: The purpose of this module is to provide students with cultural experiences such as going to museums, theaters, concerts, dance programs, and poetry readings.

The general curriculum model is modified at each of the four sites. Modifications are based on the needs of participants in the individual programs and on a review by the summer coordinators and instructors at each site.

The support system. Designed to provide activities that help students retain their interest in teaching and motivate them to attend college, the support system serves participating students during their senior year in high school. The activities include monthly Saturday seminars to give students information about the college admissions process, explain how to apply for financial aid, and help them prepare college applications; paid tutoring; ongoing contact with mentor teachers; and a seminar for participating students' parents focusing on ways to enhance their children's educational opportunities.

Upon entry into the program, all students are given a battery of tests, including the Iowa Silent Reading Test, the Elementary Algebra Test, and the Watson-Glaser Critical Thinking Test. The results are used by the summer instructors in planning their academic activities. The students take the same battery of tests again at the end of the summer, and scores on the pre- and posttests are used to determine participants' overall growth. Each Ford Teacher-

Scholar receives $350 for participating in the summer program, together with free room and board. In exchange for this assistance, students are required to tutor one day a week during each of the four weeks of the program. During the academic year, students receive $100 for tutoring work during the fall semester and $80 during the spring.

Program Implementation by Institutions

Spelman College. Students are recruited from seven high schools in Atlanta. Each high school has a designated contact person, usually the counselor, who works directly with the site coordinator to identify potential participants. Recruitment efforts have yielded almost double the number of slots available in the program (45 versus 25). The academic year support activities closely follow those described in the general model.

Agnes Scott College. Students are recruited from within the Dekalb County and Decatur City school systems only, with counselors and principals in 28 high schools in Dekalb County aiding in the recruitment. Twenty-five of the 52 students who applied in 1991 were accepted.

Both summer and academic year activities closely follow the general model. During the summer program, students are given assistance in improving standardized test scores so as to secure academic scholarships.

Emory University. Emory focuses its recruitment efforts at four schools within the city of Atlanta. Two were selected because Future Educators Associations are active at these sites; the other two were chosen because of preexisting ties with Emory. Faculty advisors for Future Educators Associations, counselors, and an assistant principal at one of the schools helped select initial applicants.

During the academic year, the Education Division at Emory assigns graduate assistants to the Ford program so that they can enhance their teaching and educational skills by being assigned to master teachers at the high schools where Ford Teacher-Scholars are students. These graduate assistants and other Emory education students often complete all or part of their required internships or practicums at these high schools.

Paine College. The college recruits from all seven high schools in Richmond County. Counselors and principals are sent literature on the program and asked to identify students who meet the criteria for entry. Students who had participated in the previous year's summer activities are used in the recruitment process.

At Paine, as at the other program sites, the summer curriculum modules are modified each year to address the specific needs of the Ford Teacher-Scholars.

Program Participants

The target population for the programs is rising high school seniors who are generally academically advanced and college bound. To qualify for the program, students must meet a set of rigorous academic standards agreed upon by Consortium members. Applicants must express an interest in teaching. Their past academic performance must be strong (grade point average of 2.85 on a four-point scale). They must have completed three laboratory science courses, Algebra I and II, and geometry, and must have adequate writing skills. There must be evidence that they have taken the PSAT or SAT. They must have recommendations from teachers. And they must have written parental consent.

In general, the profiles of students from all the member institutions look similar. A typical Ford Teacher-Scholar is a 16- to 17-year-old African American female who comes from a two-parent household with a medium income. Generally, these students are very enthusiastic and have a true desire to learn. They complete homework assignments and are accustomed to doing organized school work. Students are described as "middle-class in background and goal-oriented, articulate, disciplined, innovative, dependable, intelligent, motivated, and steadfast."

Identifying high schools that are supportive of the goals of the program and that are willing to cooperate is important to success.

Factors Facilitating Program Implementation

Several factors facilitated the development and implementation of the teacher cadet programs at the participating institutions. These were: identification of appropriate feeder high schools; ability to choose effective classroom teachers and/or school staff to work with the program; development of a strong curriculum for the summer program; provision of financial incentives to participants; and meaningful academic year activities and internship experiences.

Additionally, it is important that the student population of the schools match the target population chosen by the program.

Identification of Appropriate Feeder High Schools

Identifying high schools that are supportive of the goals of the program and that are willing to cooperate is important to success. Schools with which the institution has established ties and/or where the philosophy of the principal and staff is congruent with program goals make the best sites for recruiting students and establishing Future Teachers' Clubs. Previously established ties and shared goals also facilitate the establishment of a strong collaborative relationship between the program and feeder high schools. Additionally, it is important that the student population of the schools match the target population chosen by the program. In the Georgia Consortium, the program model did not include establishment of Future Teachers' Clubs; the institutions did, however, rely heavily on participating high schools to identify and recruit participants. The project director of the Spelman program (and Consortium lead) is a former superintendent of schools in Atlanta with links to the city's public schools. Of the four high schools chosen by Emory University, two had active Future Educators Associations, one had been adopted by Emory, and the fourth was a school where the program's summer coordinator was an assistant principal. Agnes Scott College chose students from two school systems where the boards of education had traditionally cooperated with the college. A facilitating factor in creating linkages between the programs and feeder schools was the employment of teachers and counselors from the feeder schools as instructors in the summer program.

In the Louisiana Consortium, the dependence on high schools was even more pronounced since the program model called for establishment of Future Teachers' Clubs run by high school staff and a longer-term relationship with the schools than was required by the Georgia model. (The Georgia Consortium targeted rising high school seniors while Louisiana began with 9th and 10th graders and followed them through the 12th grade.) Grambling State University chose to work with the University's Laboratory School. Xavier University had already established strong ties with public schools in New Orleans, and many of the key people in the system as well as several of the teachers were Xavier alumni. The coordinator of the Xavier program is also the

The programs' freedom to choose school staff—both teachers and counselors—to work in the programs was essential to success.

Director of Student Teaching in Xavier's Department of Education and was chosen for the position of coordinator because of her close relationship with New Orleans public schools. In selecting the three schools with which to work, Xavier, in keeping with its focus on "nontraditional" students of unrealized potential, identified schools with a predominantly African American enrollment located in economically challenged communities. These schools also have higher school dropout rates and lower college entrance rates than most of the other schools in the district.

Ability to Choose Effective School Personnel

The programs' freedom to choose school staff—both teachers and counselors—to work in the programs was essential to success. All the institutions in the Georgia Consortium chose instructors for the summer program as well as mentors for the academic year program from among the classroom teachers in feeder high schools. In all cases, those teachers chosen for the summer program were considered "model teachers." Emory University selected teachers who had a minimum of five years of teaching experience and who were master teachers recommended by their principals.

Training of school personnel, therefore, is a very important component of the program.

The Louisiana Consortium institutions responsible for establishing Future Teachers' Clubs, Xavier and Grambling, chose two school employees, sometimes a combination of one counselor and one classroom teacher, to set up and run the clubs in each school. Xavier combined an established professional and a new person at each school because, in the words of the coordinator: "Each had a different approach." The project coordinator felt that having a two-person team was effective as was giving the team freedom to set the tone for "what the clubs should look like in their schools." This program chose sponsors who were active in their schools and who knew the students; they were also perceived as role models and had a hands-on approach to teaching. In this consortium teachers and counselors are responsible for establishing and running Future Teachers' Clubs. Training of school personnel, therefore, is a very important component of the program. Xavier University holds two all-day workshops during the summer for Future Teachers' Clubs sponsors during which activities are developed and planned for the academic year club program. Sponsors credit this training with ensuring that students are engaged in effective, high-quality, motiva-

The summer enrichment program offered by both consortia provides a well-balanced mix of academic enrichment and motivational activities.

tional activities during the club sessions. These workshops also increased the involvement of teacher-sponsors in the planning process. Program staff in both consortia indicated that being able to choose from among staff at participating schools enabled them to ensure that those who worked with the program were good teachers (and thus modelled good teaching) and that they shared the goals of the programs.

Development of a Strong Curriculum for the Summer Program

The summer enrichment program offered by both consortia provides a well-balanced mix of academic enrichment and motivational activities. The Georgia Consortium brought together all the member institutions to develop a common curriculum for the summer that included the five modules described earlier. The four-week program was offered independently at each site and the curriculum was modified by each site, to meet its needs, although all adhered to the basic core curriculum developed by the consortium.

The goal of the Louisiana Consortium in providing the four-week Summer Enrichment Program is academic enrichment for students who have been participating in intensive internship experiences. (This year the format of the program has been changed to provide academic enrichment to students before they enter the internship phase of the program.) Formal instruction in a variety of areas—including language arts, mathematics and science, and teacher education—are the focus of this summer program. Since students receive much opportunity for hands-on teaching during the academic year, this has not been part of the Summer Enrichment Program.

Payment of stipends to summer program participants and fees for work accomplished as part of the internship experiences increases the effectiveness of recruitment efforts in both consortia.

Provision of Financial Incentives to Participants

Payment of stipends to summer program participants and fees for work accomplished as part of the internship experiences increases the effectiveness of recruitment efforts in both consortia. The Georgia Consortium provides a $350 stipend to students who participate in the summer program. During the fall and spring, participants receive $100 and $80, respectively, for tutorial work.

Program participants in the Teacher Internship Program receive $4 an hour for their work during the academic year. Students work four hours per week assisting teachers in various activities both in the classroom during the school day and after school. Participants in the Summer Enrichment Program in the Louisiana Consortium receive a stipend of $390 for the summer.

The payment for work in internship situations compensates students for loss of wages that they might have earned from after-school jobs. This compensation also recognizes the importance of their contributions in assisting teachers.

In the cases of both consortia, the summer stipend replaces some of the funds students could have earned from summer employment and, in the case of the Georgia Consortium, pays them for tutoring one day a week. The payment for work in internship situations compensates students for loss of wages that they might have earned from after-school jobs. This compensation also recognizes the importance of their contributions in assisting teachers. Financial incentives acknowledge the necessity in the lives of these students, especially the economically disadvantaged students in the New Orleans program, for summer and after-school employment. Recruiting students for teacher cadet programs without financial incentives would be very difficult for most programs.

Keeping students interested in pursuing teaching careers over an extended period is difficult . . .

Structuring Meaningful Academic Year Experiences

Both. . . Consortia have addressed the problem by providing opportunities for students to meet regularly around meaningful activities relating to the teaching profession and by exposing them to teaching experiences.

Keeping students interested in pursuing teaching careers over an extended period is difficult, especially during the academic year when they are not involved in a summer program and may be distracted by other activities. Both the Georgia and the Louisiana Consortia have addressed the problem by providing opportunities for students to meet regularly around meaningful activities relating to the teaching profession and by exposing them to teaching experiences. During their senior year and following attendance in the summer program, students in the Georgia Consortium meet at monthly Saturday seminars that prepare them to apply for college. They also engage in tutoring for pay and have contact with mentor teachers in their schools. The programs also conduct seminars for parents that focus on ways of enhancing educational opportunities for their children.

The Louisiana Consortium conducts after-school Future Teachers' Club activities during the academic year for 9th and 10th graders. These focus on helping students to improve their academic performance and become better prepared to attend college, as well as exposing them to the teaching profession. Test preparation workshops and college bound activities address the former goal; career days, "shadow days" (where students take over the classroom for a day), visits to nursery schools, and teacher assistance activities address the latter goal. A major motivating factor in getting students to continue in the clubs is the opportunity to participate in the Teacher Internship Program once they have completed two years in the clubs.

These experiences have increased interns' enthusiasm and knowledge about teaching. As one New Orleans intern commented: "Every day going to the work site is an adventure because you never know what is going to happen. Now I know how a teacher feels."

For 11th and 12th graders, the Teacher Internship Program is structured to maintain their interest in teaching while developing their academic and teaching skills. At the beginning of the academic year, interns are given a two-day training program that includes several workshops to expose them to teaching methodology and to enhance reading and mathematics skills. At that time they are presented with a teaching intern kit that includes tools for facilitating their work with students such as reading and math flash cards and puzzles, math cuisenaire rods, and science learning games. The program has also developed an internship handbook to guide interns in their tutoring. Interns can apply what they have learned about teaching and tutoring as they work four hours per week assisting teachers in various activities. In New Orleans, Teacher Internship Program students assist coordinators of 10 after-school programs for elementary school-aged children at school sites. In Grambling, interns work during the school day and after school at Grambling's Laboratory School with elementary and middle school children. These experiences have increased interns' enthusiasm and knowledge about teaching. As one New Orleans intern commented: "Every day going to the work site is an adventure because you never know what is going to happen. Now I know how a teacher feels." Throughout the academic year interns meet with the coordinator twice a month on the Tulane campus for ongoing training that involves both teaching skills development and academic and social development. Interns also go on field trips to college campuses, participate in teacher shadowing days, and help sponsor learning workshops in elementary schools.

Issues Raised/Lessons Learned

This final section of the paper describes problems in implementation as reported by programs or observed by the site visitor. Program outcomes are discussed and recommendations for successful development and implementation of a teacher cadet program are given.

Challenges/Constraints to Program Implementation

The main challenges to successful implementation of teacher cadet programs are difficulty in securing the cooperation of schools; institutional policies that impede implementation of the program as planned; failure to identify participants likely to enter the teaching profession; failure of host institutions to admit student participants; and difficulty in implementing an evaluation plan. These constraints do not include the problems involved in collaboration among institutions in a consortium since these are not unique to the teacher cadet program model.

In some cases, school administrators questioned whether their students would benefit from going into teaching careers: "Who wants to be a teacher, anyway?" asked one principal. In other cases, schools were not convinced that there was a need to increase the number of minority teachers.

Relationships with feeder schools. The importance of forging strong relationships with feeder schools was discussed in the previous section. In establishing the programs, some institutions experienced difficulty in convincing potential feeder high schools that they were sincere in wishing to recruit minority students to the teaching profession. In some cases, school administrators questioned whether their students would benefit from going into teaching careers: "Who wants to be a teacher, anyway?" asked one principal. In other cases, schools were not convinced that there was a need to increase the number of minority teachers. Some teachers resisted the idea of recruiting "nontraditional" students with unrecognized potential and wished to recruit "A" students. These difficulties were overcome by selecting high schools that were receptive to the goals of the project, convincing them of the sincerity of the effort, and educating school personnel about the reason for choosing the target population.

Institutional policies sometimes posed barriers to implementation of program practices.

Institutional barriers. Institutional policies sometimes posed barriers to implementation of program practices. The age of the target population as well as the necessity for a summer program conflicted with institutional regulations. Some campuses had no tradition of summer programs, and campus facilities did not operate during the summer. Others had insurance regulations that barred minors from staying overnight on campus. In one case, the institution's Contracts Office had no provision for the payment of stipends from grant monies. Programs solved these difficulties by changing the sites of the summer program or by negotiating with the institution to make an exception to its policy. These problems could have been avoided by research during the planning stage regarding possible conflicts between the program model and institutional requirements.

Another concern was that when teacher cadet programs are sponsored by institutions of higher education, participants and their parents expect that students who complete the program will be accepted into the teacher education program of the host institution. Some of the host institutions made no provisions to facilitate the admission of program participants, some of whom were denied acceptance because they did not meet the criteria for admission. This resulted in several disappointments on the part of participants and their parents. Some programs are intensifying the academic enrichment component of the model to enhance the academic skills of participants so that they will meet admissions criteria. Another solution, especially in the case of selective institutions, is to develop an alternative admissions process whereby flexibility is used in applying admissions criteria.

It is important to recruit and select students who are most likely to persist in a teaching major. This argues for strategies such as targeting students who are not likely to attend college without the program, beginning intervention at an earlier stage than the final year of high school, and providing strong academic support/ enrichment and effective motivational activities.

Potential lack of persistence in teaching major. Because teacher cadet programs work with high school (and sometimes middle school) students to encourage them to enroll in college and to persist until graduation in a teaching major, the possibilities for students to enroll in college and enter another major are great. It is important to recruit and select students who are most likely to persist in a teaching major. This argues for strategies such as targeting students who are not likely to attend college without the program, beginning intervention at an earlier stage than the final year of high school, and providing strong academic support/enrichment and effective motivational activities. The failure of some program participants to stay in a teaching major has caused some programs to enlarge the scope and intensity of their motivational activities. Some programs have also instituted support programs at the postsecondary level and provided scholarship funds for those who enter a teaching major.

Evaluating teacher cadet programs invariably involves tracking student participants over a period of several years. This process can be expensive and difficult to implement.

*Difficulty in tracking students.*Evaluating teacher cadet programs invariably involves tracking student participants over a period of several years. This process can be expensive and difficult to implement. Some of the institutions have experienced difficulty keeping track of students, especially after they enter a college that is not one of the institutions in the Consortium. In addition to encouraging participants to attend Consortium member institutions, programs might maintain yearly contact with students through a newsletter, follow-up telephone calls, and annual surveys of former participants. Tracking forms listing information on students' parents or other close relatives could be kept on file to facilitate follow-up.

Program Outcomes

The Georgia Consortium has had difficulty tracking students who attend other institutions, but it does maintain records on students enrolled in member institutions. Of the first cohort who attended the Spelman program, 56 percent enrolled in a consortium member institution. According to program staff, the "vast majority" of Ford Teacher-Scholars from the first cohort of students at Emory were accepted into three or more colleges, including Emory, Harvard, Spelman, Rutgers, and the University of Georgia. Twenty of the 25 first cohort of students at Agnes Scott College entered a postsecondary institution. Paine College's first cohort of students entered consortium member institutions at a rate of 52 percent (11 of 21).

Because the Louisiana Consortium has not been in operation as long as the Georgia Consortium and since most of its participants were in 9th, 10th, and 11th grades, with only 12 seniors out of 181 participants in the first year (51 in the internship program and 130 in the teachers club), a more meaningful outcome measure might be the number of students who remained in the program. (At least 10 of the 12 seniors have entered college.) Of its 51 students, the Teacher Internship Program lost one; none of the Xavier or Grambling students in the Future Teachers' Club left during the first year. Further, programs report having enhanced the sense of "professional empowerment" among teachers and counselors who serve as club sponsors, as reflected in their journal entries and comments.

Recommendations

This paper looked at the experiences of two consortia (and eight institutions) in developing and implementing a teacher cadet program. Although the specific models differ in structure, components, and target populations, there are commonalities that make it possible to formulate a set of recommendations for establishing and implementing successful teacher cadet programs:

- Select a target population that has the greatest likelihood of persisting in, and graduating from, a teacher education program.

- Develop collaborative working relationships with feeder high schools that are in agreement with program goals and that are willing to provide the support needed by the program. It is essential to convince potential feeder schools of the importance of what the program is trying to accomplish. Choosing schools with which the institution has already established ties facilitates this process.

- Feeder schools should have large enrollments of students who fit the profile of the type of participant targeted by the program.
- Teachers and counselors at the targeted recruitment sites should understand the rationale for recruiting nontraditional students and be given clear instructions for identifying students who fit the desired profile.
- During the planning stage, identify potential institutional barriers to program implementation and resolve these.
- Plan activities before Future Teachers' Clubs are in place, and involve teachers in the planning process. Also, involve teacher-sponsors from feeder schools in the summer program.
- Programs during the summer and academic year should provide a well-balanced mix of academic enrichment and motivational activities. In addition to enhancing academic skills and preparing students to enter college, the programs should give participants the opportunity to engage in meaningful, hands-on teaching experiences, preferably under the mentorship of a "master" teacher. Students should also receive instruction in teaching and tutoring strategies and techniques to help them become more effective teachers.
- Programs should recognize the need for low-income students to work during the summer and after school. Stipends or payments (in exchange for tutoring or assisting teachers) that approximate the amount students would have earned in jobs address this need.
- Negotiate with host colleges and universities involved in the programs to guarantee admission to program participants who have completed the teacher cadet program.
- If low-income students are targeted, provide financial assistance for college through an agreement with the host institution or through scholarship monies.

- Develop a tracking system for students after high school graduation to determine whether they apply to, are accepted to, enroll in, and graduate from a teacher education program.

Chapter 3

Creating a Path Between Two- and Four-Year Colleges

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Introduction

Community colleges provide a large untapped pool of potential minority teacher education students. The greatest barrier to tapping this pool is the lack of a coordinated teacher education curriculum and articulated programs between two-year and four-year colleges. This paper describes strategies developed by higher education institutions in three cities—Cleveland, Ohio; Los Angeles, California; and Newark, New Jersey—to overcome these barriers. These strategies include the development of formal articulation agreements between an urban community college and neighboring state university, the creation of a sequence of courses for pre-education majors at a community college that are directly transferable to a four-year teacher education program, and the clarification of student transfer procedures. The paper also addresses challenges and implementation issues that community colleges and four-year colleges face as they develop effective teacher education transfer programs.

The findings are based on case studies of three projects: the Collaborative Hispanic Teacher Education Initiative (involving Kean College, Middlesex Community College, Essex Community College, and Union County Community College in New Jersey), the Teaching Leadership Consortium Project of Kent State University and Cuyahoga Community College in Ohio, and the Future Teachers Institute (involving Los Angeles Mission College and California State University at Northridge). These studies were conducted in 1991 and 1992.

Program Descriptions

Kean College

Institutional setting. Kean College of New Jersey is located on the estate of the historic Kean family in the heart of suburban Union County. The college, founded in 1855, is a public, multipurpose liberal arts institution offering more than 48 programs leading to the baccalaureate and master's degrees. The college is composed of four schools offering programs in education, business, government, liberal arts, technology, natural sciences, mathematics, and nursing.

More than 12,000 students attend Kean College, evenly divided between full-time and part-time attendance. The Hispanic community has long been an important part of Kean College. With one of the largest Hispanic populations of any New Jersey college, the college has courses taught in Spanish as well as English, and has Hispanic faculty and staff who identify with the needs of Hispanic students and enhance the overall campus community by increasing awareness and promoting cultural diversity.

The main factor responsible for the shortage of Hispanic prospective teachers was their high failure rates on the National Teacher Exam (NTE).

History of the program. The Collaborative Hispanic Teacher Education Initiative started in response to a serious decline in the number of Hispanic students who entered and completed teacher education programs. The main factor responsible for the shortage of Hispanic prospective teachers was their high failure rates on the National Teacher Exam (NTE). Additionally, students who took their general education courses at a community college did not do as well on the NTE as those who took these courses at Kean College. With more than 50 percent of Kean's Hispanic students completing their first two years of postsecondary education at local community colleges, it was deemed essential to develop a strong collaborative effort with two-year colleges to improve Hispanic teacher education majors' success rate on the NTE and in completing teacher training in elementary or early childhood education.

Goal and objectives. The goal of the program is to help Hispanic students successfully complete the teacher education program, with a special emphasis on passing the General Knowledge section of the NTE. The specific objectives are to increase by 30 percent the success rate of Hispanic test-takers on the NTE, increase the ability of community college and four-year college faculty to work successfully with the Hispanic populations, and reform the general education curriculum so that it will be more responsive to the needs of teacher education students. (The latter objective includes both curriculum revision and formalizing articulation agreements.)

Features. A core group of faculty and administrators (five per institution) was identified at Kean College and two community colleges, Essex and Middlesex, to implement activities centered on faculty, student, and curriculum development.

The general education curriculum at the community colleges was carefully analyzed and modified to better prepare students for the NTE. Course content and instructional materials were revised in English, fine arts, biology, mathematics, and history classes for freshmen and sophomores. Semester review sessions were offered to students whose NTE scores were within 2 to 3 points of the passing score for New Jersey. A summer Intensive Review Course that consisted of 60 hours (as opposed to a total of 13 hours in the review sessions) was developed for Hispanic students whose scores were 4 points or more from the passing score. The Academic Profile Test[*] was used to identify students who might benefit from the intensive course, and, based on the results, tutoring and/or additional courses in areas of special need were recommended.

Other student development activities included encouraging students to meet with the department chair for an analysis of their sub-scores on the Academic Profile and a review of their course of study, to utilize the Learning Assistance Center, to participate in test preparation activities, and/or to work with supplemental materials in mathematics.

Core faculty at each institution participated in staff development activities. Workshops addressing test preparation and multicultural education were conducted.

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[*] There is a high correlation between students' total scores on the Academic Profile Test and the NTE (p=.88, significant at .005 level). Students who score less than 50 percent on the Academic Profile Test tend to fail the General Knowledge Test of the NTE. As a result, the Academic Profile Test has become an admissions requirement for teacher education and is used for diagnostic purposes only.

Program participants. The program targets Hispanic students transferring from selected community colleges to teacher training programs at Kean College. To increase retention and graduation rates, Hispanic students in teacher education are screened early to identify areas that need to be addressed before they take the NTE. The program focuses largely on Hispanic students majoring in elementary and early childhood education.

At the time of this study, students in the program were very diverse. They ranged in age from 22 to 55. They came from Puerto Rico, Colombia, Cuba, and the Dominican Republic. Some had attended high school in the United States and others in their native countries. Their bilingualism ranged from fully fluent in both Spanish and English to limited use of a second language.

These students were perceived as being very capable of completing a teacher education program, but as needing advising very early about the career path for a teaching certificate and the transfer process.

These students were perceived as being very capable of completing a teacher education program, but as needing advising very early about the career path for a teaching certificate and the transfer process.

Kent State University

Institutional setting. The Kent State University-Cuyahoga Community College Teaching Leadership Consortium Project is housed at Kent State University and the Cuyahoga Community College Eastern Campus. Kent State University is a traditional liberal arts-based institution founded in 1910. It has a graduate and undergraduate enrollment of approximately 25,000 students. Its main campus is in Kent, Ohio, a small town located in a rural setting southeast of Cleveland, and northeast of Akron, Ohio. Satellite campuses, which primarily offer freshman and sophomore course work and a number of two-year degrees, are located in seven northeastern Ohio communities. In 1989-90, only 3 percent of the students completing the university's undergraduate program in education were from underrepresented groups. Between 1979 and 1988, only four minority students transferring from Cuyahoga Community College graduated from the university's College of Education.

Cuyahoga Community College is the largest community college system in Ohio, enrolling more than 25,000 full- and part-time students at three campuses across the greater Cleveland area. This urban, commuter, open-admission institution serves nontraditional students. The Cuyahoga Community College Eastern Campus is located just east of the Cleveland border.

History of the program. The Teaching Leadership Consortium Project is an outgrowth of a number of collaborative projects and articulation agreements developed over the last five years between Kent State University and Cuyahoga Community College. In 1987, the two campuses signed an articulation and transfer agreement to clarify the status and treatment of transfer students from the community college to the university, thus establishing a Dual Admission Program between the two institutions. In 1989, to address a growing concern about the limited enrollment and poor retention of minority students in Kent State's undergraduate and graduate education programs, the Kent State University-Cuyahoga Community College Teaching Leadership Consortium Project was initiated as part of a larger Teaching Leadership Consortium-Ohio Project funded by the Ford Foundation. This consortium, composed of five Ohio universities, has adopted a life span approach to the identification and recruitment of education students from underrepresented groups for careers in the teaching profession. The Kent State University-Cuyahoga Community College project focuses on college juniors and seniors.

This consortium. . . has adopted a life span approach to the identification and recruitment of education students from underrepresented groups for careers in the teaching profession.

In 1989-90, during a one-year planning period, Kent State University formalized a partnership with Cuyahoga Community College, and together the two institutions developed a participant identification and selection plan. The first students were enrolled in the program at Kent State University in 1990-91.

Goals. The focus of the project is to demonstrate a working community college-university articulation model to select and support candidates from underrepresented groups to prepare for the teaching profession. The specific goal of the project is to select 20 Cuyahoga Community College students from underrepresented groups each year and prepare them for careers as teachers.

Features. The Kent State University-Cuyahoga Community College program has two major components. At the community college, the focus is on identifying students with an interest in and potential to become teachers. Activities include the development of a pre-professional education curriculum with specified courses and clinical experiences that are transferrable to Kent State University or to other four-year colleges, expanded curriculum articulation between the two institutions, and articulated student support services between the community college and senior college.

At Kent State University, the program focuses on preparing transfer students to become teachers. Activities include a two-semester seminar (orientation to Kent State University and special topics on teaching and contemporary issues affecting teaching) and support services to meet the academic, social, emotional, and financial needs of nontraditional students. After students have entered the program, program and university staff monitor students' progress and identify existing and potential problem areas through the use of student surveys.

Program participants. The target population for the program is community college students from underrepresented groups in the Cleveland metropolitan area who are interested in teaching careers. In the first two years of the project, 31 students transferred from Cuyahoga Community College to Kent State University. This group was predominantly African American, almost entirely female, and in its early to mid-30s. Many participants were single parents. Several women were full-time homemakers; others held jobs as secretaries, dental assistants, nurses, and child care and mental health providers. Most were natives of Northeast Ohio and had graduated from Cleveland or suburban high schools. In high school, they generally were enrolled in an academic course of study and intended to pursue a college education. Although many had been interested in a teaching career early on, their career plans were often delayed because of family or financial concerns, and consequently they began their delayed studies at Cuyahoga Community College. Their average GPA at the community college exceeded 2.75 (4=A). All were deeply concerned about the quality of education provided to minority students in inner-city schools.

Los Angeles Mission College

Institutional setting. Los Angeles Mission College (LAMC), a community college in the North San Fernando Valley, formally opened its doors in Sylmar in 1991. Since 1975, however, it had been offering classes in storefronts and wherever else it could acquire space. Off-site facilities in surrounding communities are still used to provide extended day and outreach programs. The college is committed to serving adults interested in further education and provides open access to its transfer, occupational, general, and transitional programs, continuing education, and community services. Sixty-seven percent of the population in Los Angeles Mission College's service area is Hispanic.

With the changing population trends in California, a desperate need for bilingual teachers has emerged.

History of the program. With the changing population trends in California, a desperate need for bilingual teachers has emerged. The Future Teachers Institute was established in December 1990 as a way to develop a pool of minority students in the community to address this need. The Institute staff worked collaboratively with the Los Angeles Unified School District to plan the following activities: establish an associate's degree program with a bilingual option; formulate a formal articulation agreement between Los Angeles Mission College and California State University at Northridge; establish a complete career ladder, including a transfer sequence; create classes and/or workshops to meet training needs of teaching assistants in two targeted regions of the Los Angeles Unified School District; and identify and recruit teaching assistants for the pilot program.

Goals. The overall goal of the Future Teachers Institute is to increase the pool of minority teachers. The Institute works to identify and prepare students interested in becoming teachers. It strives to remove barriers for underrepresented students by providing good role models and the support services necessary for participants to persist through the educational process to receive their teaching credential.

Features. The Institute's program features include various recruitment strategies, methods of instruction and assessment, and curriculum development. Existing support services at the college are available to participants. All teaching assistants in targeted regions of the Los Angeles Unified School District were asked to complete a needs survey and were given information about the program through an interest survey, school visits, and announcements and flyers posted at elementary schools. Teaching assistants enthusiastically received the program and spread the word to their friends and colleagues.

Faculty have found a variety of assessment tools and methods useful for monitoring teaching assistants' coursework, including cooperative learning and working with

Instructors build on students' life experiences and also relate course materials to teaching assistants' own classroom experiences.

students to improve their writing skills. Instructors build on students' life experiences and also relate course materials to teaching assistants' own classroom experiences. Program staff work very closely with the college's support service areas to offer participants financial aid, advising/counseling, and tutorial services. Special classes are available on a flexible schedule to accommodate participants' needs. Additionally, self-awareness and work-related workshops and seminars on various educational issues are offered to program participants. In-service teacher workshops and meetings with faculty, staff, and administrators are held on the California State University at Northridge campus as part of the transfer articulation agreement. The curriculum revisions and new course offerings and options available to teaching assistants are a model of an innovative approach to curriculum development.

Program participants. The target population for the program includes not only teaching assistants in two regions of the Los Angeles Unified School District, but all students who are attending Los Angeles Mission College and are interested in becoming certified teaching assistants or teachers. A total of 107 teacher assistants enrolled in the program and were divided into three cohorts. Ninety-five percent of those served are Hispanic. Sixty-three percent of the participants had a high school diploma or equivalent; 18 percent were first-time college students. The majority were undecided on their goal when they entered the program. As of February 1992, the number of students participating in the program had increased to 160. Approximately 145 were female and about 95 percent had earned some college credits.

Program participants are typically single parents between 30 and 40 years of age who are trying to juggle work, school, and family.

Program participants are typically single parents between 30 and 40 years of age who are trying to juggle work, school, and family. A profile of typical Institute participants was compiled by program staff based on the results of a survey. The majority of program participants who responded to the survey were interested in receiving their teaching credential (compared to the majority who were undecided upon entry into the program), had between zero and three children, took three or six units of course work per semester, had a combined family income below $10,000, and were employed between one and six hours per week. Some enrollees worked between 21 and 30 hours per week. This indicates that they worked at more than one school, because individual schools could not employ teaching assistants for more than six hours without providing benefits. Being able to work only a few hours and the lack of benefits were two major problems indicated by participants. Initially the program enrolled older women, first-time college students, and working mothers, but the new group is more diverse and includes gaining numbers of young women who are already enrolled in the college.

Factors Facilitating Program Implementation

This study identified several factors that facilitated the development and implementation of successful community college/four-year college transfer programs for prospective teachers. These include strong leadership and institutional commitment to training minority teachers; ongoing collaboration among two- and four-year institutions; formal articulation agreements; an articulated pre-education curriculum at the community college; early contact with community college students and early career and academic advisement of these students; criteria to ensure admission to a teacher preparation program; and adequate and appropriate support services at both institutions.

Strong leadership and commitment from key personnel at both the two- and four-year institutions are essential to the success of these programs.

Leadership and Institutional Commitment

Strong leadership and commitment from key personnel at both the two- and four-year institutions are essential to the success of these programs. In each of the programs studied, strong administrative support and dedicated faculty and staff exist at both the community colleges and the four-year institutions.

Administrators at Kent State University and Cuyahoga Community College in Ohio are committed to the Teaching Leadership Consortium Program, and the strong dedication of faculty and staff is reflected in their joint planning, development, and implementation of the program, particularly of the pre-education courses at Cuyahoga Community College. All consortium participants believe that nontraditional community college students can make excellent teachers if they are given the opportunity and the necessary academic, financial, and emotional support. They also know how to facilitate the transfer process.

All consortium participants believe that nontraditional community college students can make excellent teachers if they are given the opportunity and the necessary academic, financial, and emotional support.

Faculty and staff at Los Angeles Mission College reported that they are encouraged to contribute to the Future Teachers Institute and enjoy tremendous opportunities to provide input into the program's operation. Certain college faculty are asked informally by the project director to serve as mentors to program participants. Faculty and staff are involved in planning and implementing the program by developing courses and working on curriculum guides. All faculty indicated a very close working relationship with California State University at Northridge. Faculty of the two institutions work together throughout the year both informally and formally; they also attend a yearly articulation meeting.

At both the community colleges and the four-year institutions, there is a strong commitment to training minority students to become teachers. The coordinator of the Future Teachers Institute indicated that all parties pursue a common goal—to address the need for bilingual teachers. Los Angeles Mission College, the Los Angeles Unified School District, and California State University at Northridge have worked collaboratively to identify participants, develop a curriculum for an associate's degree, and articulate a transfer sequence to the university. They have gained insight into the roles that each entity plays in assisting Hispanic students in attaining their teaching credentials.

The president of Kean College viewed the high NTE failure rate for Hispanic students as a college-wide problem, not just a teacher education problem. This led to education faculty working with liberal arts and science faculty at both Kean and the community colleges to address the problem and bring about the needed curriculum change. The institutions undertook joint activities to increase the number of Hispanic students entering the teaching profession by diagnosing academic weaknesses early and creating an intervention program that includes test preparation.

The predominantly White four-year institutions also have a strong commitment to increasing the sensitivity of faculty and staff to the needs of minority students on their campuses. For example, Kent State University identified intercultural/multicultural education as one of its missions. All faculty members were charged with addressing this mission through their curriculum, policies, and practices. A new required course—Human Diversity in Education—was developed for the preprofessional education core. Further, an institute for multicultural education was created by six faculty members to train teachers in bringing multiculturalism into the classroom. The dean of the College of Education has actively recruited minority faculty members, tripling the number of minority faculty in the College over the last six years.

Ongoing Coordination Among the Institutions

Each institution has the same priority: to ensure that community college education majors are prepared for and succeed in completing their teacher preparation programs and their associate's and bachelor's degrees.

The collaborative efforts and commitment of both two- and four-year institutions have made these transfer programs in teacher education successful. Each institution has the same priority: to ensure that community college education majors are prepared for and succeed in completing their teacher preparation programs and their associate's and bachelor's degrees. In New Jersey, this is a "systemwide" commitment.

It is critical that a strong liaison be appointed at each institution. In the Ohio program, a "point person" in each institution (an administrative assistant at Cuyahoga Community College, the Office of Student Life recruitment director at Kent State University) works with the students. At Los Angeles Mission College, a counselor serves as the contact between institutions.

It is also important to have continuing formal or informal interaction among the faculty and counselors in the two- and four-year institutions. The Ohio consortium is governed by a 26-member project steering committee composed of representatives of Kent State University and Cuyahoga Community College. This committee meets every other month and provides the planning, advisory, advocacy, and conceptual substance for the program. A core group of faculty and administrators from Kean College and the community colleges was responsible for implementing the collaborative program for Hispanic education majors. Now that the program is established, Kean's educational administrators maintain informal contact with the community college's educational administrators. This interaction is mostly with the community college liaison person to discuss particular students or special course arrangements. At Los Angeles Mission College, staff and faculty from both institutions serve on an advisory committee.

Another practice for strengthening institutional collaboration is to involve faculty from the four-year institution in teaching courses at the community college. For example, Kean College's Early Childhood Education faculty teach two education courses at Union County Community College and offer an education course at Kean College for community college students. One of the Cuyahoga Community College courses was taught by a professor who held a joint appointment with Cuyahoga Community College and Kent State University. In the California program, a full-time faculty member and chair of Chicano Studies at California State University at Northridge teaches as an adjunct at Los Angeles Mission College. This practice also helps students to become more familiar with the teacher training program and introduces them to the four-year institution in a less threatening and overwhelming manner.

Formal Articulation Agreement

A formal articulation agreement between the institutions—laying the groundwork for course articulation and transfer—followed by the development of comprehensive and clearly stated guidelines for transcript evaluations is essential. Such agreements enabled counselors and students at Cuyahoga Community College and Los Angeles Mission College to identify which courses were transferable to their respective four-year institutions' education programs. Kean College has a formal articulation agreement with Middlesex Community College and is developing course equivalency plans with several other community colleges.

A well-defined pre-education curriculum enables transfer students to meet the entrance requirements for the teacher education programs while attending a community college.

Pre-Education Curricula

A formal articulation agreement is just a starting point, however. A well-defined pre-education curriculum enables transfer students to meet the entrance requirements for the teacher education programs while attending a community college. The activities of the Kent State University-Cuyahoga Community College program included the development of a preprofessional education curriculum with specified courses and clinical experiences that are transferable to Kent State or to other four-year institutions. Curriculum development activities took place at both campuses under the guidance of a joint curriculum committee. This group identified courses at Cuyahoga Community College that were transferable to Kent State University and core courses required at Kent State University that could be developed at Cuyahoga Community College for pre-education students. At Los Angeles Mission College, the curriculum was reviewed and revised as needed to provide students with the courses necessary to transfer to the Child Studies (teacher preparation) program at California State University at Northridge.

Curriculum changes were made in the general education requirements for teacher education majors in the New Jersey program. When faculty from Kean College and Middlesex Community College compared their general education curriculum with the content of the NTE, they found that there were areas on the test that were not included in the curriculum. Curriculum development activities included changes in instructional courses and development of special study materials for students. Revisions in course content and instructional materials have occurred in the departments of Fine Arts, Biology, History, Mathematics, and English. Additionally, Kean's Early Childhood Education faculty will be responsible for teaching three education courses (two at the community college and one at the senior college) to Union Community College education majors interested in transferring to the teacher preparation program. The community colleges also created two tracks for their education majors, one for transfer students and another—a noncertified degree program—for preschool education majors.

It is crucial to have a process to inform students early on in their community college training experience about what is required of them to transfer into teacher education programs.

Early Contact/Advising of Students

Early contact with the students is beneficial. It is crucial to have a process to inform students early on in their community college training experience about what is required of them to transfer into teacher education programs. In most cases, the community college liaison or counselor advises students about the pre-education program. Students need to be properly informed so they make course decisions that will expedite securing an associate's degree and transferring to a senior college. As one community counselor noted, "It is important to put something in writing that clearly defines what the program is all about and give this to the students. This way, students know what is expected of them. Misunderstandings tend to be based on grapevine information." Early career and academic counseling at the community college also helps students think through life planning issues, understand the nature of the commitment they must make to become teachers, and identify appropriate courses early in their academic careers.

Potential transfer students need a key person (administrator or counselor) at the community college to help them identify options and facilitate the transfer process. Through either individual counseling or orientation meetings, counselors inform students of courses they must take to transfer to a teacher preparation program in a four-year institution. Students are given an outline of the pre-education curriculum at the community college that parallels the courses offered to prospective teacher education students in the first two years at the four-year institution. If community college students switch between programs at the community college, they must be reminded of the impact (e.g., loss of credits, additional courses to be taken) of their particular decision on transferring to a teacher training program. Los Angeles Mission College has a program coordinator who recruits teaching assistants from urban public schools. These students are advised by college counselors on paths they may take to obtain a teaching credential.

It is also important to meet with students prior to or upon their entry to the four-year institution. Large meetings and workshops take place at California State University at Northridge at which cohorts of students have the opportunity to speak with Northridge faculty, administrators, and service area staff so the students feel a part of the university before they transfer. Such meetings help students to see the fit between programs (pre-education program at the community college and teacher training program at the senior college), become familiar with state requirements for teacher education, and receive additional guidance about what's needed and when. Representatives from Kent State University's financial aid, admissions, and College of Education offices meet with Cuyahoga Community College students on their campus to provide information about Kent State University.

Identifying Potentially Successful Program Participants

Generally, community colleges are open-admission institutions. However, they have specific grade point average and course credit requirements for graduation. Graduation requirements are such that most students can easily transfer to a four-year institution. To be admitted to a teacher education program, transfer students must meet both the admissions requirement of the four-year institution and those of its teacher education program.

Selecting students who meet the regular admissions criteria of Kent State University placed the program in higher esteem among college faculty and enabled the students to succeed in their upper level courses. Candidates were interviewed by a joint Kent State University-Cuyahoga Community College selection committee to assess their commitment to teaching and identify qualities viewed as essential to successful classroom teachers (persuasiveness, persistence, sensitivity and maturity). Applicants submitted three letters of reference (two from the community college faculty) and a writing sample describing why they were choosing a career in education. Each applicant was expected to have a minimum grade point average of 2.75 and to have passed all three sections of the Pre-Professional Skills Test.* These requirements met or exceeded standards for admission to the Professional Education and upper division courses in the College of Education. In addition, the committee sought students who had completed their associate's degree and/or had the equivalent of at least 70 credits at Kent State University. The screening committee established these standards for two reasons. First, it expected that students who met these standards would be able to complete their undergraduate degree in a reasonable amount of time. Second, the students would be competitive in the College of Education courses and would be academically qualified to be good teachers. The committee was aware that there were sufficient numbers of students in the community college applicant pool who met these standards.

Selecting students who meet the regular admissions criteria of Kent State University placed the program in higher esteem among college faculty and enabled the students to succeed in their upper level courses.

Kean College established selection criteria to ensure that students selected for their programs have the potential to complete a four-year teacher education program successfully. Community college students transferring to Kean College usually meet the institutional requirement of a 2.0 grade point average and the requirement of 2.5 or better for the School of Education. Additionally, their transcripts are reviewed and students are advised of credits accepted and courses needed to complete teacher training at Kean College. As part of the screening process, and now as an entrance requirement for the teacher education program, students must take the Academic Profile Test for academic diagnosis. Other admissions requirements for the School of Education include a speech screening examination, and a grade of C or better in selected communication, English, and math courses.

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* The PPST is required of all students entering upper level teacher education courses at Kent State University.

It is felt that tapping teaching assistants who have demonstrated their effectiveness in the classroom increases the likelihood that these individuals will successfully complete a teacher education program.

Los Angeles Mission College identifies and recruits teaching assistants into its program. It is felt that tapping teaching assistants who have demonstrated their effectiveness in the classroom increases the likelihood that these individuals will successfully complete a teacher education program. Students transferring from Los Angeles Mission College to California State University at Northridge must have a minimum grade point average of C and must take admissions tests. "On-site Transfer Priority" is provided to 25 students from the community college who are selected to apply to California State University at Northridge and are given priority status for admission. The Transfer Admissions Agreement assures students a place at California State University at Northridge if they have 15 transferable units, have the intent to attend the four-year institution, and have completed the necessary admissions forms. Counselors are available to assist students in completing these forms. The bulletin board outside of the counseling offices keeps students informed about upcoming visits from representatives from California State University at Northridge and the University of Southern California.

Appropriate Support Services

Both the community colleges and four-year institutions provide academic, emotional, financial, and social support services to their students. Nontraditional and/or underrepresented minority students, however, often require services in addition to those normally provided to the general student body. The institutions in this study provided not only academic support services, but also special counseling and academic advising, orientation sessions, special financial aid programs, assistance in the transfer process, ombudsmen services, test preparation, and formal and informal mentoring.

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Community college support services. Typical support services of a community college include a tutoring center and a computer center with software to assist students in a wide range of areas. At Cuyahoga Community College, the primary source of support to pre-education students is their counselor. Special "Teaching Leadership Consortium Project counselors" across the three Cuyahoga Community College campuses provide both career and academic counseling to students interested in teaching. Program participants are counseled on the challenges they will face as full-time students in a traditional educational setting, including financial support and support from their families. Students also have access to courses taught by the counselors in study skills, career exploration, personal development, time management and other areas. Cuyahoga Community College counselors then work with interested students to plan a program that will ensure transferability to Kent State University and to coordinate transcript reviews by the Office of Student Services at the University.

Students who were interviewed in the study emphasized that community colleges provide more support, more nurturing, and more understanding of the needs of nontraditional students, especially those of color, than do four-year institutions.

Los Angeles Mission College counselors provide career and transfer program information to students and work closely with the Future Teachers Institute staff. The community college counseling staff have a close working relationship with the four-year institution. They help participants to better understand the transfer process and do a lot of "hand-holding" to assure students that they are able to attain a teacher credential by attending the university.

Students who were interviewed in the study emphasized that community colleges provide more support, more nurturing, and more understanding of the needs of nontraditional students, especially those of color, than do four-year institutions.

One of the largest problems that minority students confront is adjusting to life on traditional, predominantly White campuses.

Four-year college support services. Orientation to the four-year institution is important. One of the largest problems that minority students confront is adjusting to life on traditional, predominantly White campuses. Kent State University offers a two-semester seminar that includes an orientation to the university. Enrollees are told about the university's many programs and services, participate in discussions of expectations of students and the college, and have the opportunity to review requirements for entering the professional teaching program and for student teaching.

Insufficient financial aid remains a major problem for transfer students.

Insufficient financial aid remains a major problem for transfer students. For example, community college students who transfer to Kent State University are older, and many have families to support. Most worked full- or part-time while attending Cuyahoga Community College. Because the program at Kent State University is full-time, students struggle to find part-time work to pay their bills. To address students' financial needs, Kent State has Minority Incentive Awards for minority students transferring from a community college to the university. These "first dollar" awards pay for the first four semesters of tuition. The financial aid offices at both institutions cooperate in developing and transferring aid/loan packages for the transfer students.

Another barrier to the movement of students from community colleges to four-year institutions has been the transferability of credits.

Another barrier to the movement of students from community colleges to four-year institutions has been the transferability of credits. Collaboration between the office that reviews transcripts at the four-year institution and counselors at the community college is essential. At Kent State, the Office of Student Services in the College of Education plays an important role in the transfer process. Staff have worked closely with counselors at Cuyahoga Community College to train them in how to read the "requirement sheets" for the College of Education so that they can advise drop-in students at the community college; and to review the transcripts of interested students to identify courses that can be transferred to Kent State University, as well as courses needed to meet entrance requirements that can be taken at the community college.

To ensure their continued success in upper level courses, transfer students are informed of and encouraged to use the academic support services of the four-year institutions.

To ensure their continued success in upper level courses, transfer students are informed of and encouraged to use the academic support services of the four-year institutions. All minority students in the College of Education at Kent State University are required to attend weekly advising sessions. Faculty members are asked to prepare an early progress report for each student from an underrepresented group addressing class attendance, participation, homework, grades, and the need for tutoring. In the fifth week of the semester, students complete a Student Adaption to College questionnaire which asks about academic problems, emotional adjustment, and attachment to the college and university. This has been effective in identifying the need for early intervention. Attendance is also required at weekly college survival skills workshops.

In its role as an ombudsman, the Office of Student Life at Kent State's College of Education works with students to resolve their problems with faculty informally. If the problem cannot be resolved, then the Office serves as an advocate for the student through the formal written and hearing process. Many of the cases involve grades or student teaching. Students interviewed felt that they did not get feedback on their student teaching until late in the semester when it was often too late to do anything. The Office of Student Life also works with students who are negotiating student teaching the second time around. It holds workshops for supervising teachers to help them identify problems with student teachers earlier in the process. According to one Kent State University respondent the ombudsman process provides a safeguard for the university by giving students a place where they can vent their frustrations, as well as providing help in negotiating the university process.

The required two-semester, two credit course for transfer students at Kent State also covers special topics on teaching and contemporary issues affecting teaching. The focus is on the teaching profession—understanding what it means to be an educator, rigors of the field, the roles of different players in the education profession, and the realities of education today. Students reported that the Teaching Leadership Consortium seminars, tutoring services, counseling services, assistance from the Office of Student Services, and general support from the consortium project director and the Office of Student Life were critical to their survival and success in the program.

The program at Kean College strives to increase the number of Hispanic students entering the teaching profession by addressing their academic weaknesses and increasing their success in passing the National Teacher Examination. Students who score 50 percent or below on any subsection of the Academic Profile Test meet with a faculty advisor and are advised to take courses or get tutoring in areas of weaknesses. They are also expected to attend review sessions for the national exam. Review sessions (13 hours) are held each semester, and there is a Summer Intensive Review Course (60 hours) for a small fee. Additionally, students are encouraged to and do use the support services of the college, including developmental studies, the Spanish-Speaking Program, and the Learning Assistance Program.

Social support systems are important, also. At California State University at Northridge, cohorts finishing their degrees provide support for entering cohorts and help new students negotiate the campus. Additionally, cohorts meet with faculty, staff, and administrators as part of a recent transfer articulation agreement between the institutions. A mentoring program with university staff has been developed at Kent State University to help students negotiate the system. In addition, Kent State's orientation seminar serves as an informal support group for each cohort of transfer students, allowing them to share experiences and draw on each other's strengths.

Issues Raised/Lessons Learned

The last section of this chapter discusses implementation problems and program outcomes. Specific recommendations for the community college articulation model are also presented.

Challenges/Constraints to Program Implementation

. . . nontraditional students found it difficult to make the transition from an urban, open admissions, integrated campus to a rural, predominantly White, selective institution.

Students and staff in the three programs identified five concerns or problems: adjustment to a four-year institution; faculty attitudes; financial aid; scheduling; and balancing the demands of school, work, and home. Many of these problems are inherent in programs serving nontraditional students.

First, in one program, nontraditional students found it difficult to make the transition from an urban, open admissions, integrated campus to a rural, predominantly White, selective institution. For example, many students in that program felt that the senior college they attend did not understand them. In the words of the students, "Instructors promote [racial/ethnic] diversity, but don't understand age or cultural diversity." Programs must be sensitive to the age difference between traditional and nontraditional students. One institution uses its senior staff to counsel nontraditional students because their regular counselors are graduate students who are generally several years younger than the average transfer student.

In the words of the students, "Instructors promote [racial/ethnic] diversity, but don't understand age or cultural diversity."

Second, faculty at senior colleges sometimes downplay the contributions that community colleges and their faculty make to higher education. Success of the program hinges on faculty from senior colleges treating their colleagues at community colleges as academic equals when designing articulated programs and curriculum. In one program, faculty and administrators at both institutions are seeing the benefits of having students complete their first two years at a community college and are beginning to understand that the two types of institutions need each other. Faculty at the senior college were won over when they saw that the program participants were academically strong students who were successful in the teacher education program.

Third, programs have to work within the constraints of the existing financial aid system. While community college tuition is nominal, students are hard pressed to pay the costs of the four-year institutions. Financial aid is inadequate to meet the needs of students who are supporting families. Students and staff at two institutions noted that the Financial Aid Form does not take into consideration the unmet health and welfare needs of nontraditional students, or their changing employment situations. Students at two institutions reported that their expectations for financial aid exceeded what was available. They felt they did not receive good advice on financial aid before transferring to the senior college. As a result, students at one senior college had to find part-time jobs, although "the college didn't want them to work."

Teaching assistants need courses to be provided on a more flexible schedule that accommodates their working hours in the schools.

Fourth, it is difficult for many nontraditional students to schedule the time for classes, or to complete a baccalaureate program two years after transferring to a senior college. Scheduling is the greatest barrier to implementing the program at one site that enrolls teaching assistants. Teaching assistants need courses to be provided on a more flexible schedule that accommodates their working hours in the schools. One program tried to address this problem by holding some classes on Saturdays at nearby elementary schools, and by scheduling special sections of required classes at the community college at times convenient for the majority of participants. It may also be unreasonable to expect transfer students, especially those who are employed, to complete their baccalaureate program in the same amount of time as traditional students. As noted above, these students face financial problems maintaining a full-time course schedule. In addition, they may not have transferred the equivalent of two full years of credits to the senior college, although they took in excess of 100 credits at their community college.

Finally, the greatest obstacle nontraditional students experience is balancing the demands of school, work, and home. For example, husbands may be unsupportive of wives attending college. Other family problems (e.g., need for child care and responsibility to their extended family, including parents) may create additional obstacles for adult students.

Program Outcomes

Programs that have the goal of recruiting and transferring community college students to four-year institutions must wait at least three years to see if transfer occurs. Before enrolling students, these programs must spend at least a year developing and refining articulation agreements between the four-year institutions and feeder two-year colleges. This process may also require some curriculum revision. Two of the programs in this study have not been in existence long enough for completion data to be available. At Kean College (the third program), transfer students are included in the retention and graduation statistics for teacher education programs. For these reasons, the primary outcomes of these programs can be considered to be the establishment of successful articulation agreements between four-year and two-year institutions, revisions to the curriculum to facilitate the transfer process, support services to help students transfer and assist them in their integration into the four-year institution, and institutionalization of all of these policies and practices at both the two- and four-year institutions.

All three of the programs collected data on the number of students served. Two reported changes in policy and practice as well as curriculum, and one each reported completion rates and participants' improvement in attaining a passing rate on the National Teacher Examination. Two of the programs have conducted evaluations, and one, the consortium at Kent State University, has designed but not yet implemented an evaluation. All three programs have been or will be institutionalized by the host institution, and all three serve as model programs in their states.

The program at Kean College was proud of having served more than 300 teacher education majors and more than 100 faculty members during the three years that it received external funding. Additionally, the program raised the passing rate on the National Teacher Examination for the college's Hispanic students by 23 percent and increased the college's ranking in the state of New Jersey on the exam from 17th to 10th out of 19 institutions. The Kean program, in collaboration with two feeder community colleges, reformed the general education curriculum at all three institutions. Changes in instructional course content and procedures and in liberal studies courses were made in the general education requirements for teacher education majors. Faculty development was part of this activity. The program also established and finalized articulation agreements between Kean and Middlesex County Community College.

Kent State University's Teaching Leadership Consortium uses the credits that participants have completed at the university, their average grade point average, and degree completion as measures of success. The program, which completed its second year in June 1992, had enrolled 31 students at Kent State University. Of these, one student had completed her degree and was teaching, two expected to graduate in the Fall of 1992, three had left the program, and 25 remained in the program as second-, third-, or fourth-year students. The average consortium student had a grade point average of 3.08 at the end of the Fall 1992 semester. The program has developed a sequence of courses at Cuyahoga Community College that are transferable to the College of Education at Kent State University; at Kent State, a two-semester seminar was developed for program participants to facilitate their transfer to a four-year institution.

Los Angeles Mission College's Future Teachers Institute served 160 teaching assistants in its first two years. The program has revised the pre-teacher education curriculum substantially to include a career path with various bilingual and nonbilingual options to meet the needs of its target population. A formal mechanism has been created to articulate and communicate course requirements to facilitate transfer to a four-year institution. Special classes have been developed to meet teaching assistants' immediate training needs. The program has also instituted practices, such as improved personal and academic counseling services, that assist participants in completing the program. Qualitative data in the form of participants' perceptions of the usefulness of certain aspects of the Institute show that the program has helped participants to improve as teaching assistants.

Recommendations

This study examined three innovative programs designed to facilitate the preparation of prospective minority teachers through collaborations between community colleges and four-year institutions of higher learning. While the programs differ somewhat in their objectives, features, and target populations, the findings from these three sites point to a common set of recommendations for establishing, implementing and maintaining successful community college articulation programs.

- Community college articulation programs need ongoing collaborations among the two- and four-year institutions to establish and maintain many of the key components of the programs: a pre-education curriculum, continuous student support at both institutions, and a formal articulation agreement.

- Community colleges should offer courses that are directly transferable to the teacher education program at the four-year institution. There should also be a cooperative working relationship between the office reviewing transcripts at the four-year institution and counselors at the community college.

- Potential transfer students should have a key person at the community college to help them identify and clarify their options and to facilitate the transfer process. Additionally, individual counseling or an orientation meeting is recommended to inform students of courses they must take to transfer to a four-year teacher preparation program and to raise their awareness of the challenges they will face in a four-year institution.

- Faculty from the senior institution should teach community college pre-education majors, to help potential transfer students become familiar with the senior institution's teacher training program and to foster good relations between the two institutions.

Chapter 4

Bringing Teacher Assistants into Teacher Education Programs

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Introduction and Purpose

The existing pool of teacher assistants in public schools is now recognized as a ready resource to be drawn upon to increase the supply of minority teachers. In this chapter, we describe eight model programs for recruiting and training teacher assistants: The Advanced Training Program for Teacher Aides at Norfolk State University; the Aide-To-Teacher program at California State University at Dominguez Hills; the Future Teacher Institute at Los Angeles Mission College; the Latino Teacher Project at the University of Southern California; three schools forming a consortium in North Carolina—Elizabeth City State University, North Carolina Wesleyan College, and Winston-Salem State University; and Cleveland State University.

These programs have established collaborative arrangements between local school districts and a university or college to identify and recruit teacher assistants with potential to become certified as classroom teachers.

These programs have established collaborative arrangements between local school districts and a university or college to identify and recruit teacher assistants with potential to become certified as classroom teachers. Necessary components of the programs developed to serve the teacher assistant population include modifying existing courses and providing flexible scheduling by coordinating the delivery of courses and clinical experiences so as to minimize any interruption to teacher assistants' employment or work schedules. Programs also provide support services and activities to these students directly or work with college or university staff to offer them. Most programs target teacher assistants who have a specified number of hours of applicable college credit and/or who are currently enrolled in an institution of higher education.

The following section provides a brief description of each program and discusses facilitating factors in program implementation and lessons learned from these projects.

Program Descriptions

California State University at Dominguez Hills

Institutional setting. California State University at Dominguez Hills is located in the Los Angeles area and serves an international, multi-ethnic, and culturally diverse population. The university's mission appreciates this diversity and addresses the challenges facing urban higher education. The institution is committed to serving people of all ages, as reflected in programs designed to accommodate the varied needs of a student body comprised primarily of adults who are working full- or part-time. One of 20 universities that comprise the California State University System, California State University at Dominguez Hills opened its doors to students in the fall of 1965 and now offers more than 1,500 bachelor's and master's degree programs in some 200 subject areas with teacher education certification granted in a fifth-year baccalaureate program. Among the options available to students within the School of Education is the Bilingual Spanish Concentration for those students preparing to teach in bilingual classrooms.

History of the program. Four California school districts in communities with large numbers of Latino children, many of whom have limited English proficiency, recognized the need to increase the number of Latino teachers. Because many of the teachers within these districts are White and/or do not speak Spanish, teacher aides are increasing their work loads and taking on the role of teachers.

The Aide-To-Teacher Program identifies and prepares minority teacher aides to enter the teacher preparation program at the university. With funds from the Carnegie Corporation and a Teacher Diversity grant from the California State University System, teacher aides who are interested in becoming teachers are selected to participate. In its four years of operation, the program has served 100 teacher aides from the Los Angeles, Lennox, Paramount, and Compton Unified School Districts.

Goals and objectives. The overall goal of the Aide-to-Teacher program is to increase the pool of minority teachers, particularly in urban schools. To attain this goal, the program provides pre-university math and English preparation to minority students interested in becoming teachers; facilitates and ensures their admissions to the liberal studies (pre-teacher) program; offers them the support services necessary to succeed once enrolled; and facilitates the assimilation of these students into the mainstream of students at the university.

Features. Features of the program include various recruitment strategies, instructional approaches, academic and social services, and support programs and services/activities. The program consists of four phases. During Phase I, students receive requisite skills instruction and tutorial services in preparation for the Entry Level Mathematics Test and English Placement Test. Faculty mentors give students academic and personal advisement and encouragement and support during Phase II. Students attend block sections of certain courses and are involved in social activities. They receive tuition for two semesters of course work. Near the end of this phase, participants receive test preparation instruction for the California Basic Educational Skills Test necessary to enter the teacher credentialing program. Phase III assimilates students into the liberal studies (teacher preparation) program, and in Phase IV, students enter a fifth-year program for teacher credentialing.

. . . parents may not be supportive of their daughters and husbands not supportive of their wives pursuing a teaching certificate.

Program participants. The program targets prospective students including minority teacher aides in four school districts identified as having the greatest need for minority, particularly Latino, teachers.

The 100 Aide-to-Teacher Program participants, predominantly Latinos, are split equally between married and single students. The majority of participants (90 to 95 percent) are female, many of whom are working mothers with large families with low or low-middle income levels. A large number have completed some community college course work without specific goals or a direction in mind. Many are immigrants or are the first generation in their family to live in the U.S., and many are first-generation college students. Typically, these women face resistance within their immediate and extended families; parents may not be supportive of their daughters and husbands not supportive of their wives pursuing a teaching certificate. Yet, participants are dedicated, and they want to persist through the educational process. They are interested in teaching and are motivated to learn.

University of Southern California

Institutional setting. The University of Southern California, a private institution founded in 1880, is located in Los Angeles. Its goal is to serve its communities and its mission is committed to education and research. The university offers baccalaureate, master's, and doctoral degree programs in more than 200 fields of study.

The School of Education, established in 1918, enrolls more than 900 undergraduate and graduate students in education programs. Students interested in teaching pursue general studies with an elementary school focus. After four years in this program, students earn a "preliminary" teaching credential. During a fifth year, students become certified teachers through a paid internship program in the classroom along with additional course work. About 16 percent of the undergraduate and 7.5 percent of the graduate students are Latino. The majority of undergraduate and graduate education students are female.

History of the program. The Latino Teacher Project was established as a result of a growing concern in California about the shortage of bilingual teachers. Some districts initiated internships that gave provisional certification and on-the-job training to bilingual individuals with undergraduate degrees. However, this has not produced enough bilingual teachers to serve the rapidly growing number of limited English proficient students, estimated at more than 1 million for the 1990-91 school year and continually increasing.

The Tomas Rivera Center, which specializes in policy oriented research, initiated contact with the Ford Foundation, and later the University of Southern California joined the discussion. The university then took the lead in developing a proposal that was accepted as a Ford Demonstration Project. The center and university along with the Los Angeles Unified School District, teacher and teacher assistant union representatives, California State University at Dominguez Hills, and California State University at Los Angeles, joined together to form the consortium. The Latino Teacher Project became operational in 1991 and is currently in the planning phase.

Goals and objectives. The overall goal of the Latino Teacher Project is to increase the pool of Latino teachers by

To assist these prospective teachers, the program will rely on a support system of college and program faculty and staff, as well as faculty (teacher) mentors assigned from the teaching assistant's home school.

providing a career track for Latino teacher assistants. The project aims to produce an average of 500 new bilingual teachers yearly through its career ladder program. To assist these prospective teachers, the program will rely on a support system of college and program faculty and staff, as well as faculty (teacher) mentors assigned from the teacher assistant's home school.

Features. The Latino Teacher Project will identify and recruit potentially successful teacher assistants. Cohorts of teacher assistants will then be formed based on shared characteristics and will be assigned a faculty (teacher) mentor in their school. Mentors will provide advisement and help to teacher assistants in handling instructional or other classroom problems and also will address any concerns that participants have about the university. Students' progress will be assessed through portfolios and through classroom observations conducted by the faculty mentors at each school site. The program plans school site presentations, meetings, and social activities to encourage and promote school, family, and peer support for participants. Support services will also be available through the counseling office at the university. The project will also provide academic assistance in math and English on an as-needed basis. Financial support will be offered to participants in the form of "Project Warrants," funds that can be used at the students' discretion to help offset the costs of child care, transportation, and other essentials.

The program plans school site presentations, meetings, and social activities to encourage and promote school, family, and peer support for participants.

Program participants. Prospective participants were recruited from three target groups: teacher assistants enrolled in undergraduate programs who are in their freshman through senior years; teacher assistants who are currently enrolled in teacher education programs and pursuing their post-baccalaureate (fifth-year) teacher credential; and teacher assistants enrolled in community colleges with the intent to transfer to a four-year institution.

From the original 500 applications, the project is currently serving 50 Latino students (22 males and 28 females), all of whom are in their early 20s.

Los Angeles Mission College

Institutional setting. Los Angeles Mission College was born of a need for a community college in the North San Fernando Valley. The college opened in February 1975 and operated in storefronts and wherever else it could acquire space. In July 1991, the college moved to its permanent campus in the city of Sylmar. Various off-site facilities still offer extended day and outreach programs in surrounding communities.

Sixty-seven percent of the population in the college's service area are Latino. The institution is committed to serving adults interested in further education and provides open access to transfer programs, occupational, general, transitional, and continuing education, and community services.

History of the program. With the changing population trends in California, a desperate need for bilingual teachers has emerged. The Future Teachers Institute was established in December 1990 in response to an urgent need for bilingual teachers in the community. This program is seen as a way to develop a pool of minority students to address this need. The Institute staff worked collaboratively with the Los Angeles Unified School District to complete the work outlined in the grant proposal that included (a) establishing an associate's degree program with a bilingual option; (b) formulating a formal articulation agreement between Los Angeles Mission College and California State University at Northridge; (c) establishing a complete career ladder, including a transfer sequence; (d) creating classes and/or workshops to meet training needs of teacher assistants in two targeted regions of the Los Angeles Unified School District; and (e) identifying and recruiting teacher assistants for the pilot program.

Goals and objectives. The overall goal of the Future Teachers Institute is to increase the pool of minority teachers. The Institute works to identify and prepare students interested in becoming teachers and strives to remove barriers for underrepresented students by providing good role models and the support services necessary for participants to persist through the educational process to receive their teaching credential.

Features. The Institute's program includes various recruitment strategies, methods of instruction and assessment, and curriculum development. Existing support services at the college are available to participants. All teacher assistants in targeted regions of the Los Angeles school district were asked to participate in a needs survey, and they were given information about the program through an interest survey, school visits, and announcements and flyers posted at elementary schools. Teacher assistants enthusiastically received the program and spread the word to their friends and colleagues.

Faculty have found a variety of assessment tools useful for monitoring teacher assistants' academic progress, including cooperative learning and working with students to improve their writing skills. Instructors build on students' life experiences and also relate course materials to teacher assistants' own classroom experiences. Program staff work very closely with the college's support service areas to offer participants financial aid, advising/counseling, and tutorial services. Special classes are available on a flexible schedule to accommodate participants' needs. Additionally, self-awareness and work-related workshops and seminars on various educational topics are offered to program participants. As part of the transfer articulation agreement, in-service teacher workshops and meetings with faculty, staff, and administrators are held on the California State University at Northridge campus. The curriculum revisions and new course offerings and options available to teacher assistants provide a model of innovative curriculum development.

Program participants. The target population for the Future Teachers Institute includes not just teacher assistants in two regions of the Los Angeles Unified School District, but all students who are attending Los Angeles Mission College and are interested in becoming certified teacher assistants or teachers.

A total of 107 teacher assistants enrolled in the program and were divided into three cohorts. Ninety-five percent of those served are Latino. Sixty-three percent of the participants had a high-school diploma or equivalent; 18 percent were first-time college students. The majority were undecided on their goal when they entered the program. As of February 1992, the number of students participating in the program had increased to 160. Approximately 145 were female, and about 95 percent had earned some college credits.

Program participants are typically single parents between the ages of 30 and 40 who are trying to juggle work, school, and family. A profile of typical Future Teachers Institute participants was compiled by program staff based on the results of a survey. The majority of teacher assistants who responded to the survey were interested in receiving their teaching credential (compared to the majority who were undecided upon entry into the program), had between zero and three children, took three or six units of course work per semester, had a combined family income below $10,000, and were employed between one and six hours per week. Some program enrollees worked 21 to 30 hours per week. This indicates that they worked at more than one school, because individual schools could not employ teacher assistants for more than six hours without providing benefits. The low number of work hours and the lack of benefits were two major problems indicated by teacher assistants. Initially the program enrolled older women, first-time college students, and working mothers, but the new group is more diverse and includes growing numbers of young women who are already enrolled in the college.

Norfolk State University

Institutional setting. Norfolk State University was founded in 1935 and became fully independent in 1969. It attained university status in 1979. The university is a large, predominantly Black urban institution serving people of the Hampton Roads area. The university has an open admissions policy—"an explicit commitment to help, to enable, all students to overcome whatever academic deficiencies they bring with them so long as they show a serious and steadfast purpose in attaining an education."

The teacher education programs recently completed a restructuring process mandated by the State Department of Education. As a result, students pursuing teacher certification in Early Childhood Education and Special Education can now earn undergraduate degrees in an academic field. "The theme and goal of the Norfolk State University program focuses on the neophyte teacher and beginning specialists as *caring*, *competent*, *cooperative*, and *creative* team members who enable learners to learn and develop."

History of the program. The Advanced Training Program for Teacher Aides is one of several programs within the School of Education designed to address the minority teacher shortage and training for teaching in culturally diverse classrooms. While the School of Education had a few teacher aides in Early Childhood Education and Special Education before the program was created in 1986-87, the dean of the School of Education decided to target this group for increased enrollment and to supply the teacher pool with more minority teachers.

The goal was to recruit teacher aides whom the building teachers and principals would support and the school system would hire.

The dean wrote to several school district superintendents in the Hampton Roads area to obtain support for the program and to designate a contact person to recruit teacher aides. The goal was to recruit teacher aides whom the building teachers and principals would support and the school system would hire. It did not want school systems to recommend teacher aides who would not be hired by the district. The aim was to train teacher aides to become certified teachers and be assured of employment after completing the program. The program is now planning for its third cohort of teacher aides.

Goals and objectives. The Advanced Training Program for Teacher Aides recruits aides to further their education. Specifically, its purpose is to provide a teacher preparatory program for teacher aides seeking a bachelor of science degree and a teaching certificate. The program provides training for a professional teaching certificate in Early Childhood Education and in Learning Disabilities, Emotional Disturbances, and Mental Retardation.

The aim was to train teacher aides to become certified teachers and be assured of employment after completing the program.

Features. Recruitment efforts include collaboration with school systems to identify participants, distribute flyers, and host informational/orientation sessions. Additionally, news of the program quickly spread by word of mouth and through advertisements in the school systems' newspapers.

The program staff, with the cooperation of admissions and registration officials, provide a "personal touch" in helping participants to determine the number of credit hours accepted for previous college work and to select courses needed to complete the program.

Faculty members in the education department have provided a variety of learning experiences to students and/or offered flexible ways to master competencies, like working independently with modules.

Faculty members in the education department have provided a variety of learning experiences to students and/or offered flexible ways to master competencies, like working independently with modules. Additionally, since many of the participants had not been in college for a long time and were nervous about being overwhelmed, they started with teacher education courses. After experiencing success in these classes, the next semester they were advised to take general education courses and were more receptive to the idea. It is also important to note that issues of multiculturalism are built into teacher education courses.

Student progress is monitored regularly by the two teacher education departments. Performance assessment is frequently used; video assessment is used for both simulated and real experiences so that students can critique each other and look critically at themselves. Saturday workshops and review sessions are held each semester to help students brush up and/or prepare for the national teacher exam.

There are special arrangements for student teaching, and teacher aides are given credit for one fieldwork experience. The second student teaching experience must be carried out in a school where the teacher aide does not work.

Participants are encouraged to use university-wide and School of Education support services. They attend weekly enrichment seminars and department-wide meetings. Some are involved in a special training program. Faculty members adopt some students and work with them individually. Students are also grouped in classes to encourage peer support and to avoid isolation. If needed, child care services are provided so that parents can attend classes.

Scholarship money for tuition is used as an incentive in recruiting students. Assistance in completing the financial aid application is also offered. Efforts are underway to encourage school districts to provide some scholarships for their participants.

Program participants. The program recruits candidates who have earned 20 or more semester hours of college credits with an above-average grade point average. Candidates must be employed as teacher aides.

The program has been attracting Black females who tend to have 10 or more years of experience as teacher aides. Most are over 30 years old and have families.

The program has served 74 minority and 16 White teacher aides. Of the minority students, 29 have completed the Advanced Training Program and graduated from the Early Childhood Education or Special Education teacher training program. Of all those served by the program, 44 have become teachers, 27 of whom are certified. One graduate is pursuing an advanced education degree.

Participants are described by program staff as being capable, very committed, mature, and as having a strong sense of purpose. Overall, the participants are very appreciative of the services received, are highly professional, and take much pride in what they have accomplished.

Elizabeth City State University

Institutional setting. Elizabeth City State University is a constituent institution of the 16-campus University of North Carolina System. It is located in the northeastern section of the state and has a strong mission to serve this region. Started as a teachers college to serve Black students, the university now grants degrees in many liberal arts and professional fields, but maintains a strong emphasis on teacher training. Of the 1,600 students now enrolled, about 200 are pursuing teacher education degrees. In addition to its main campus, Elizabeth City State University operates a Weekend College for individuals who work during the week. Many teacher assistants enroll in this program.

History of the program. Although the university had been enrolling teacher assistants in its Weekend College for several years, the current program began in 1990 with funding from the Ford Foundation. Together with two other state higher education institutions in eastern North Carolina, Elizabeth City State University decided to target teacher assistants in the area, because this was determined to be a ready pool of minority teachers who might have difficulty obtaining a degree without additional support services.

Goals and objectives. The goal of the program is to support minority teacher assistants in local schools to enable them to become teachers and thereby increase the pool of minority teachers. The program provides the services that participants need to get certified, as well as financial assistance.

Assessment is based on grade point averages (minimum of 2.5 on previous college work), but more emphasis is placed on recommendations, classroom performance, and the interview.

Features. The program employs various recruitment strategies directed toward area schools, a detailed assessment process to identify nontraditional students who are good candidates to become teachers, workshops in writing and national teacher exam preparation, meetings and social activities, and other forms of support, as needed, such as baby-sitting services. Assessment is based on grade point averages (minimum of 2.5 on previous college work), but more emphasis is placed on recommendations, classroom performance, and the interview. A very detailed interview format was developed. Each candidate is interviewed by a panel comprised of the director of General Studies, faculty, director of the Weekend College, one person from a local school, and the project director. Students accepted into the program receive financial assistance of $250 per semester to cover tuition for six credit hours and book rental. The university has a national teacher exam preparation course for all education majors. Students are allowed to audit this course before they take it in order to improve their performance and likelihood of passing the test. Students have access to all university services, including tutors, computer lab, and curriculum materials center. There has been a concerted effort to schedule classes when teacher assistants can take them and to have resource rooms open longer hours for their convenience.

Program participants. The target population is Black teacher assistants in nearby schools who have completed at least two years of college. All are female, and most are older students with families.

In its first year, the program accepted 15 of 30 applicants. Students are said to show a sense of maturity and often have excellent classroom skills, but many have difficulty with standardized tests.

North Carolina Wesleyan College

Institutional setting. North Carolina Wesleyan College is a predominantly White, four-year private coeducational liberal arts college affiliated with the United Methodist Church. The campus is located in Rocky Mount, North Carolina, a small town in the eastern section of the state, and has satellite campuses in Raleigh, Goldsboro, and New Bern. The college offers bachelor of arts and science degrees in some 30 liberal arts areas, as well as career-oriented courses such as Business Administration, Accounting, Criminal Justice, Education, Food Service, and Hotel Management. The enrollment is about 1,300, with a 19 percent minority enrollment. The college recently placed an emphasis on serving the region, especially by assisting in meeting local education goals.

History of the program. Before obtaining funding from the Ford Foundation for the teacher assistant development program, the college offered some continuing education courses in other areas. It also had some experience with a similar project, Model Teachers Education Consortium, which targets all teacher assistants who live in poor counties of North Carolina. North Carolina Wesleyan College identified teacher assistants in local schools as a potential pool of minority teachers and developed its program to help certify these students as teachers.

Goals and objectives. The goal of the program is to increase the supply of minority teachers in the region by supporting a group of minority teacher assistants. To achieve this goal, the college offers financial assistance and support services to program participants. Because the college is located in an economically depressed area, there has been some difficulty attracting teachers to the region.

The program recruits students through local schools, churches, professional associations, and through brochures and other media.

Features. The program recruits students through local schools, churches, professional associations, and through brochures and other media. Participants are selected based on their essay, recommendations, grades, and an interview which follows the format developed by Elizabeth City State University. Participants attend various workshops, including one on the national teacher exam and one on skills development. Social activities and meetings help establish a sense of belonging in the program. Students are videotaped in their classes and critiqued on their performance there. The project director monitors students closely.

The program pays for students' tuition and books, as well as any materials for the workshops. The college waives student fees. If students take a course at a community college or another college in the consortium, they are reimbursed $40. If the course is taken at North Carolina Wesleyan, they receive $200 toward tuition. The average support for each student is $360 per semester. All services at the college such as labs and tutoring are available to program participants.

Program participants. In its first year, the college accepted 13 students to the program. Although students came with different educational backgrounds, the program is trying to help them go through as a cohort. Most (all but 2) are female and range in age from 30 to 44. Most have been working in the public schools for several years, and some hold two jobs. Most come from North Carolina and have family in the area.

The students are characterized as very capable and as possessing a great deal of practical experience. They are interested in reconciling theory with practice. Although some of their study skills are said to be rusty, participants do not show any overwhelming needs or weaknesses that would differentiate them from other students.

Winston-Salem State University

Institutional setting. Winston-Salem State University, an historically Black university, is one of the constituent institutions of the University of North Carolina System. Winston-Salem State was one of the first public Black institutions in the U. S. to offer degrees in elementary education. Through the years the institution has continued its commitment to teacher training. It also has a history of providing educational opportunities to students who do not meet traditional entrance requirements by offering them the support services they need. Winston-Salem State currently enrolls about 2,500 students, about half of whom are residential. There are three bachelor's degree options—bachelor of science, bachelor of arts, and bachelor of science in applied science—as well as master's degrees in business administration and education through the Center for Graduate Studies.

Although some of their study skills are said to be rusty, participants do not show any overwhelming needs or weaknesses that would differentiate them from other students.

History of the program. Winston-Salem State University was invited into the "Eastern" North Carolina Consortium because of its historical emphasis on training Black teachers and its commitment to nontraditional students. Although it is geographically some distance from the other two schools in this group, the institutions have been able to meet and work together. When the program was in the planning stage, Winston-Salem State, like the other schools in the group, saw a potential pool of minority teachers in the teacher assistants in local schools. These individuals could become teachers in a relatively short period of time.

Goals and objectives. The goal of this program is to increase the number of minority teachers in North Carolina by certifying a cadre of teacher assistants. To achieve this goal, the program gives teacher assistants the academic and support services needed to become teachers. A related goal is to develop a model that could be used to identify teacher assistants who do not normally qualify for teacher education programs but have the potential to be successful.

Features. The program recruits minority teacher assistants from area schools, selects those who seem most likely to become teachers, registers them for the classes they need, and provides the academic, financial, and personal support to help them complete the teacher education program. The program uses a variety of recruitment methods, particularly personal contacts with school district personnel, and invites prospective students to fill out an application. The selection process follows that of the other two institutions in the group. Many students are admitted on a contingency basis. Students attend a series of workshops, including ones on critical thinking, creative aspects of teaching, and assertiveness training. There is also a credit-bearing orientation course that is said to facilitate bonding. Students attend a Saturday basic skills course during their first semester and are monitored closely by the director. Each participant is paired with a student in the school of arts and sciences to serve as a mentor and to help in adjusting to the institution. There are also social events, including a cookout with students' families during the summer.

Students attend a series of workshops, including ones on critical thinking, creative aspects of teaching, and assertiveness training.

Participants receive financial assistance for tuition and books. The average amount per semester is $208 for tuition and $150 to $200 for books.

Program participants. The target population is Black teacher assistants in the Winston-Salem area, who have at least an associate's degree. Participants range from 35 to 55 years old; 90 percent are female. All have some college education, and about 30 percent have bachelor's degrees. Most are married with families and have been working in the public schools from one to 15 years. The students have formed a close-knit group.

There were 125 applicants to the program, and 25 were accepted. Five of the 25 dropped out for personal and/or financial reasons.

Although program participants have been out of school for about 10 years or more and some of their skills are rusty, most have been able to adjust to the program. Instructors indicate that they are more conscientious than traditional students and are able to fit educational theory to real-life situations. They are very committed to the program and to becoming teachers.

Cleveland State University

Institutional setting. Cleveland State University, established in 1963, is an urban university almost literally in the heart of the city of Cleveland, Ohio. The institution enrolls about 17,500 students, of whom about 13,000 are undergraduates. About half the students are adult learners, with a median age of 24 years. Most matriculate seven to eight years before graduation. The university offers many programs designed to optimize its access and services to a diverse urban population, underscored by an extensive schedule of evening classes. In 1988, 11 percent of the student body and 7 percent of the faculty were classified as minority.

History of the program. The program is supported by institutional funds and the Ford Foundation. The Teaching Leadership Consortium of Ohio, composed of Cleveland State University and four other universities, was established with Ford Foundation funds to address the need to increase the number of minority teachers. The program at Cleveland State University also addresses a pressing need for certified bilingual teachers in the city's public schools and focuses on nontraditionally aged students with a minimum of two years of college, among them bilingual and Black teacher instructional aides working in the public school system. It was felt that by targeting these students who have expressed the desire to become teachers and who already have completed some college course work, the program would increase the likelihood that participants would persist through the program to teacher certification.

Goals and objectives. The goal of the program is to produce more teachers from among the nontraditional (in age) minority student population. The program's objectives center on recruiting, retaining, and graduating these students into the teaching profession by providing necessary support services.

Features. The program components include recruitment, assessment, and academic, financial, and personal support services (counseling). Recruitment is conducted by the program as well as through conventional university procedures. Innovations include recruiting Latino students among bilingual classroom teacher aides, and using contacts in the Cleveland public schools. There is also direct contact with social service agencies. Assessment includes reviewing applications and college/university transcripts, administering a comprehensive placement test and noncognitive questionnaire, and conducting an interview. Program intervention consists of both academic and nonacademic support services. Tutorial support, mentoring, and a variety of workshops are provided. Financial incentives for the program are in large part consistent with conventional financial aid practices except that Ford Scholars received Teacher Education Loan Program Funds as last dollars.

Program participants. Program participants are older Black and Latino persons, ranging in age from 25 to 44. The majority were employed as instructional aides when they heard about the program. Nearly all are parents, are first-generation college students, and continue to work and maintain their family responsibilities while enrolled. Twenty students were selected for the program; six are Latino and the remainder are Black.

Factors Facilitating Program Implementation

These school-university partnerships have strived to develop effective strategies to serve teacher assistants. The higher education institutions have worked to identify and recruit potentially successful participants. Some programs have developed career paths along which teacher assistants can take necessary courses leading toward teacher certification. Other strategies have included strong leadership; flexible scheduling of classes; individualized counseling, advising, and monitoring; coordinating other support mechanisms to serve nontraditional students; and establishing and maintaining collaborative relationships with school districts and schools. All of these strategies, described below, enhance recruitment and program participation and facilitate program implementation.

All of the programs visited were responsive to the most pressing needs of collaborating school districts.

Program Design that Addresses Needs of Participating Districts

The recognition that teacher assistants were a ready pool from which to recruit and train potentially successful program participants led to collaborative efforts to address the critical shortage of minority teachers. All of the programs visited were responsive to the most pressing needs of collaborating school districts. For example, Norfolk State University is preparing teacher assistants to become special education teachers. At the California institutions, the programs were developed in response to the critical need for bilingual teachers in that state. The three North Carolina institutions are addressing the dire need for minority teachers in the surrounding counties, particularly the poorer areas in the east, which often have difficulty attracting teachers.

District/School Support and Collaboration

The cooperation of and collaboration between and among school districts, schools, and universities or colleges have been important factors in facilitating program implementation. The initial involvement and continuing support of school districts and schools have also been beneficial. School-university partnerships provide schools of education with a link to teacher/teacher assistant practitioners and offer a forum in which practitioners can raise concerns and provide valuable input on needed changes in teacher preparation programs.

The cooperation of and collaboration between and among school districts, schools, and universities or colleges have been important factors in facilitating program implementation.

All of the school districts have supported teacher assistants in their endeavors to work toward certification. Many have assisted programs in disseminating information to potential participants, including placing program announcements in local and school newspapers, posting flyers and meeting notices in area schools, and coordinating school visits to recruit teacher assistants.

In addition to district and school support for recruiting and preparing teacher assistants for teaching careers, many of the districts that collaborate with Norfolk State University offer an additional incentive for program participation: an “assured employment” policy. This guarantees that those districts will hire the teacher assistants as teachers once they become certified. Also, to help offset any financial burden, participants in the Advanced Program for Teacher Aides at Norfolk State are able to retain their jobs as teacher assistants until their second teaching experience. They are given credit for their work experience as teacher assistants to satisfy the initial practicum required by the program. Because of the critical shortage of bilingual teachers in California, school districts involved in the programs at Los Angeles Mission College and California State University at Dominguez Hills hire students who have completed a specified number of units of course work as teachers under an “emergency” certification while these students continue to work toward formal certification. All institutions worked closely with local education agencies and cited good relations with districts as key factors in program success.

Another essential component for program success is the support of the university or college administration, particularly the dean of the school of education. Although in the programs visited the deans were generally not involved in the day-to-day operations of the programs, they were integrally involved in program activities through meetings with program staff. They also played a vital role in making the programs visible within both the university community and the community at large and, in some cases, at the state and national levels. In all cases, the programs fit into the mission and goals of the institution and the schools or departments of education.

Identifying Potentially Successful Program Participants

All of the programs worked to identify and recruit individuals who would persist toward successful completion of a teacher certification program. They also targeted certain communities as having the greatest need for minority teachers. A commitment to such communities is the focus of the Latino Teacher Project at the University of Southern California. By identifying neighborhood schools in greatest need of bilingual teachers, there will be a greater commitment of all involved. This project, part of a consortium involving other higher education institutions and agencies, emphasizes a selective recruitment process to ensure that participants who enter the project will continue through to certification. First preference will be given to bilingual Latino teacher assistants who are interested in becoming teachers and who are currently enrolled in two- or four-year colleges and universities. Extra points will be given to teacher assistants living and working in Latino communities. Also, students at the University of Southern California may be recruited into the project by becoming employed as teacher assistants through the university's work/study program.

Students interested in participating in the Norfolk State program must have completed 20 college credits; have maintained a grade point average of 2.7; have at least three years of experience as a teacher assistant; and possess certain personal qualities including working well with others, being hardworking, taking initiative, being willing to go beyond what is required, and having a positive attitude.

In addition to having a minimum grade point average of 2.0 and adequate SAT and/or ACT scores (according to a sliding scale dependent on grade point average), participants of the Aide-to-Teacher program at California State University at Dominguez Hills must pass two entrance tests (the Entry Level Math and English Placement Tests) to apply for admission to the university. Program staff work through the university's Learning Center to provide instruction in math and English to prepare participants for these tests.

Selection to the programs in North Carolina is based on a combination of factors, including previous grades, recommendations, an application essay on why the individual wants to be a teacher, and interview results. All applicants must have prior college experience and be employed as a teacher assistant in the local schools.

Cleveland State selects participants based on their high school and college or university transcripts, GED or equivalent certification, performance on a comprehensive (computerized) placement test and responses to a noncognitive questionnaire, and an interview. Admissions decisions are initially recommended by the advisory committee and then finalized by the admissions office. Because the university has an open admissions system, being admitted to the institution is not difficult.

Career Path/Job Enhancement

Many teacher assistants had taken college courses over the years, but typically these were not directed toward a future goal—that of becoming a teacher. In many cases, states or districts require teacher assistants to continue their education. For example, in California, teacher assistants are required to take one course each year. Although many take courses to satisfy these requirements and often have a substantial number of credits (units), they do so without, as several participants reiterated, "having a sense of direction and feeling that there is someone to go to for advice." Often teacher assistants accumulate credits that are nontransferable. Some said they have taken courses they assumed would be accepted until they applied to enter a specific program or college and found out otherwise.

It was felt that by tapping teacher assistants already in classrooms who are "doing a good job" and who are interested in becoming teachers, these programs allow participants to "formalize what they are [already] doing."

Teacher assistants are attracted to the programs described here because they provide a career path with various options, including a bilingual emphasis. This fills the gap that teacher assistants have experienced, between accumulating course credits and working toward a career goal.

The Future Teacher Institute at Los Angeles Mission College offers program participants a career ladder that includes various options, from certification as a teacher assistant, with or without a bilingual emphasis, to assistance in and options for transferring to a teacher preparation program at a four-year institution. In addition, the program provides training classes that allow participants to learn skills that can be applied immediately on the job. Both are seen as ways to enhance job security. It was felt that by tapping teacher assistants already in classrooms who are "doing a good job" and who are interested in becoming teachers, these programs allow participants to "formalize what they are [already] doing." A common element in all of the other programs was a career path with specific milestones or phases through which participants could pass, ending with the attainment of a teaching credential or certificate.

Flexible Course Scheduling and Requirements

For programs to succeed, they must be sensitive to the needs of teacher assistants. According to program staff, providing flexible course scheduling by offering evening and Saturday classes increases the likelihood that participants will be able to persist through the education process to credentialing.

For programs to succeed, they must be sensitive to the needs of teacher assistants. According to program staff, providing flexible course scheduling by offering evening and Saturday classes increases the likelihood that participants will be able to persist through the education process to credentialing. Cleveland State, an institution geared to serving nontraditional students, offers evening classes, while the existence of the "Weekend College" at Elizabeth City State University helps resolve the scheduling conflicts often experienced by teacher assistants. Opportunities for independent study are offered to participants in the Aide-to-Teacher program at California State University at Dominguez Hills, allowing students to complete course work on a more flexible schedule. Participants felt that without the flexibility these programs offer, they would not be able to continue their education. Additionally, at Norfolk State, participants receive credit for one of two student teaching practicums. Participants in the University of Southern California and the Winston-Salem State University programs will be given credit for their work experience in lieu of student teaching and additional course work.

Community Building

These academic and social activities are seen as ways to promote the establishment of a social network to help participants not only while they are in the program, but also and even more importantly, as they become part of the university-at-large.

Cohorts of students with similar characteristics are a formal or informal feature of the programs visited. This is a way that programs work to ensure that students support one another. At Norfolk State, peer support is also encouraged by clustering participants into certain sections of classes. This also encourages study groups. Program participants at Norfolk State attend seminars and meetings as a group by major (Early Childhood Education or Special Education). This further enhances group cohesiveness. The program also holds a group registration to help coordinate students' class schedules. The peer support group at California State University at Dominguez Hills, although not formally structured, was seen as a main component of the program. Students with similar experiences attend block classes and participate in social activities that sometimes include family members. These academic and social activities are seen as ways to promote the establishment of a social network to help participants not only while they are in the program, but also and even more importantly, as they become part of the university-at-large. According to one faculty member, "this peer support group helps bridge the gap of support needed by participants to complete their education [at the university]." Winston-Salem State University has an orientation course that helps promote bonding and ease students' adjustment to the institution. The university also pairs a Ford Scholar with a student in liberal arts to help program participants adjust to the institution. Program participants at California State University at Dominguez Hills and the three North Carolina schools attend social activities that facilitate bonding and camaraderie among students. Participants in these programs saw peer support as an important factor because they had a feeling of "belonging," and "you have someone who understands to talk to about problems."

Monitoring Student Progress and Individualized Advising

Program participants find it difficult to arrange their class schedules to accommodate school, work, and home schedules. To give participants the additional assistance they need in scheduling, Norfolk State holds group registration. Elizabeth City State University monitors students' progress closely. Faculty mentors in the Aide-to-Teacher program also monitor students' progress and often provide one-on-one counseling and advising on both academic and personal matters. The program coordinator tracks students from their initial induction through completion of the program. The program director at Winston-Salem State monitors students closely and reviews all library assignments before they are turned in. The director at North Carolina Wesleyan College spends a great deal of time with each student providing both academic counseling and personal support.

Strong Leadership

Strong leadership and commitment from key personnel were important factors in program success at all the programs. Particularly, the strong support of the dean of the school of education along with the vice president plays a significant role in facilitating the programs' implementation and ongoing successful operation. All of those involved in the Future Teacher Institute—program staff as well as college counseling staff—credit the support of college administration, particularly the dean or program director and vice president, for the successful institutionalization of the curriculum changes made as part of the program's charge. This support was viewed by all programs as "essential" to the success of these efforts. The support and dedication of the administration and staff of California State University at Dominguez Hills to increasing the pool of minority teachers is evident in the vast number of other special programs to recruit and retain minority teachers that are housed and operating within the school of education. These staff work cooperatively and collaboratively both within and among these programs and with school districts outside the university structure. The Aide-to-Teacher program in particular has become a model in California for recruiting minority teacher assistants. Cleveland State began its program using institutional funds prior to receiving the Ford grant, and even after receiving the grant, the university continued to provide a great deal of institutional support.

Another important factor in program success is the cooperation and support of education faculty. At some institutions this faculty support extends to noneducation faculty as well.

Faculty Support and Sensitivity to the Needs of Older Students

Another important factor in program success is the cooperation and support of education faculty. At some institutions this faculty support extends to noneducation faculty as well. At Norfolk State, department heads meet with participants of the Advanced Training Program for Teacher Aides to hear their complaints and concerns and meet with faculty to discuss these concerns and the needs of older learners. At this and other programs, faculty support flexible course scheduling and have incorporated various instructional approaches in their classrooms to enhance the learning experiences of teacher assistants and build on their real-life experiences, including classroom experiences. At Winston-Salem State, several faculty members developed new approaches in teaching classes geared toward older students. There was frequent use of cooperative group projects and increased emphasis on hands-on experiences.

Financial Support

Most of the programs visited offer participants some type of financial incentive for program participation—such as tuition awards, child care, and transportation. Several programs have experienced a reduction in funds and are currently looking for outside funding from school districts, the government, and/or private foundations to continue services to students. Norfolk State has been able to continue its program with institutional resources. Participants found financial support essential for them to complete the program. Several students explained that the only reason they would drop out of the program is if financial support were no longer available.

Support Services that Address Needs of Nontraditional Students

Programs emphasize the need to provide participants with academic as well as personal counseling that consider and address cultural concerns and self-esteem issues. Those interviewed credit much of the programs' success to such counseling. Los Angeles Mission College offers workshops to give program participants an opportunity to discuss general education and classroom management issues. California State University at Dominguez Hills, Winston-Salem State University, and North Carolina Wesleyan host social events and/or other activities that involve family members to gain their cooperation and support. The University of Southern California will schedule social activities as part of its program as well.

Issues Raised and Lessons Learned

Certain factors seem to pose challenges to effective program implementation. These implementation problems are discussed and specific recommendations for recruiting and training teacher assistants are presented.

Challenges and Constraints to Program Implementation

Outside pressures. Teacher assistants experience a great deal of stress in juggling work, home, and school. The majority of program participants are working mothers who not only have difficulties with scheduling work and school but are in need of child care. Personal counseling must encompass cultural issues that often result in husbands or parents who are unsupportive of their wives or daughters attending college.

Insensitivity of faculty to target population. Faculty, particularly within the school of education, were seen as generally supportive of the teacher assistants. However, at one program, an interviewee felt that, beyond a very small group of faculty, there was little sensitivity to the target population within the school of education; it is anticipated that once participants are mainstreamed into the institution-at-large, they may encounter this insensitivity to a greater extent. At another program, although program staff were optimistic about faculty support, one education faculty member felt that faculty may be reluctant to make changes in their curriculum and/or in their instructional approaches that may be required to successfully serve the target population. One campus had not been flexible enough with scheduling classes, and students complained that they were having difficulty getting the required courses.

Many of those involved either directly or indirectly in the program have found the target population lacking in self-confidence. In general, these students are extremely anxious of test-taking situations, and at several programs students were particularly fearful of their abilities to take and pass the National Teacher Examination.

Students' lack of self-confidence. Many of those involved either directly or indirectly in the program have found the target population lacking in self-confidence. In general, these students are extremely anxious of test-taking situations, and at several programs students were particularly fearful of their abilities to take and pass the National Teacher Examination. As a result, programs have focused on offering instruction and support services to help build students' confidence and skills to prepare them for the test. One school has a required NTE preparation course for all students; others offer special workshops.

Financial constraints. All of the programs are experiencing cuts in funding. While state funding for teacher diversity programs continues in certain states, many support services are provided by universities, which have experienced severe cutbacks. Thus program services have been directly affected. Schools in North Carolina indicated they would be unable to support these programs with institutional funds, given recent budget cuts.

Program Outcomes and Impact

All of the programs are experiencing cuts in funding.

All of the programs collect data on students served, but only one has data on completion rates. Because some of the programs are relatively new, there is no information on completion rates. However, most have a formal or informal mechanism in place to track participants through various phases (or milestones) of the teacher education program through graduation and employment. Three programs had either institutionalized or replicated the program, or had plans for doing so.

The Aide-To-Teacher program at California State University at Dominguez Hills has recruited and enrolled 100 teacher assistants into the preteacher education program during its four years of existence. Students are tracked from their initial induction into the program, and their progress is monitored through all four phases. The program considers one measure of its success to be that 25 students from its first cohort have completed the third phase of the program and are graduating with liberal studies (teacher preparation) degrees. They will now enter the fourth phase—their fifth year of study to begin their teaching credential. Because of the critical shortage of bilingual teachers, however, many of these bilingual students will be hired by participating school districts on an emergency credential while they continue in the university's internship program to receive their formal (or permanent) teaching credential. The program, part of a national effort to create models to increase the pool of minority teachers, is in the process of developing materials that will assist in its replication.

Los Angeles Mission College's Future Teacher Institute, now in its second year of implementation, has served 160 teacher assistants. The program has revised the preteacher education curriculum substantially to include a career path with various bilingual and nonbilingual options to meet the needs of its target population. Additionally, special classes have been developed to meet teacher assistants' immediate training needs. Qualitative data in the form of participants' perceptions of the usefulness of certain aspects of the Institute show that the program has helped participants to improve as teacher assistants. In particular, the Saturday classes have been well-received by teacher assistants, who enjoy the opportunity to learn and to immediately apply what they have learned in the classroom.

The Latino Consortium at the University of Southern California is in its first year of implementation after an extensive planning period. Fifty teacher assistants are enrolled. The Consortium goals are to create a collaborative network involving teacher unions, the Los Angeles Unified School District, the Los Angeles County Office of Education, the Tomas Rivera Center, and two other higher education institutions: California State University at Dominguez Hills and California State University at Los Angeles. Several community colleges are expected to join the consortium in the second phase of the project.

Norfolk State University's Advanced Training Program for Teacher Aides has, since its inception in the 1986-87 academic year, served 74 minority and 16 White teacher aides. Of these students, 29 have graduated, 27 have become certified as teachers, and 17 have been employed as classroom teachers. One is pursuing an advanced degree. The program, which has attracted more applicants than there are slots to fill, has become institutionalized and now operates on state and institutional resources. Information about the program has been shared at six conferences and workshops.

The program at North Carolina Wesleyan College has recruited and enrolled 13 teacher assistants during its first year. Two have already taken courses at the college. Although students have entered with different educational backgrounds and at different stages in their educational program, they are progressing, for the most part, as a cohort. Most participants have been in the public schools for several years and plan to teach in the area. Program staff cite as measures of success the good academic performance of the 12 students, all of whom are likely to graduate. Additionally, since the program started, more than 30 potential applicants have inquired about the program.

Winston-Salem State University recruited and enrolled 25 of 125 applicants, five of whom dropped out for personal or financial reasons. Several participants have bachelor's degrees in other areas. All have some college education. The program cites as a measure of success the good academic performance of the participants and the strong likelihood that they will graduate and teach in the area. Many participants are better students than they thought they would be. The program has also had a positive impact on the institution: faculty have become more sensitive to the older student population, and more Saturday classes have been added to accommodate students' schedules.

Elizabeth City State University accepted 15 out of 30 applicants. Program staff report that students in the program are performing well academically and in their teaching work. Four have graduated, but were already taking courses before the program began. So far there have been no dropouts from the program. Most participants are from the local area and plan to teach either in that area or in other underserved parts of North Carolina. As a result of the program, more Saturday classes have been added.

Cleveland State initially selected 20 students for the program, one of whom withdrew for personal reasons prior to beginning classes. Six participants are Latino and the rest are Black. Measures of program success to date include the strong academic performance of the students—eight of the 19 have earned a 4.0 on a 4-point scale and the rest have earned a 3.5 or better—and the fact that faculty have taken ownership of the program. Students' strong performance has led faculty to want to expand the program.

Recommendations

Based on these findings and conclusions on developing innovative programs to increase the pool of minority teachers, the authors offer several recommendations.

First, programs to recruit and prepare teacher assistants to become certified teachers should work closely with local education agencies to recruit and identify teacher assistants with potential to persist in a teaching program—for example, those with a specific number of hours of applicable college credit and/or who are currently enrolled in higher education, those with a specified number of years of experience as a teacher assistant, and/or those who meet other criteria developed to identify nontraditional students through interviews or performance in the classroom. Second, programs should offer teacher assistants a career path. Third, they should provide program or university/college support services, including counseling, advising, and faculty support or mentoring. Fourth, programs should give participants credits for their work experience in classrooms. Finally, programs should offer flexible course schedules to accommodate teacher assistants' needs.

Chapter 5

Discussion Remarks on Teacher Diversity

Jacqueline Jordan Irvine
Emory University

The teacher recruitment programs described in this session remind me of the comment by the notorious gangster Willie Sutton. When asked why he robbed so many banks, he replied, "That's where the money was." Like Willie Sutton, these Ford Foundation initiatives recruited students of color in places where they can be found: in predominantly minority high schools, in community colleges, and among teacher assistants. The programs described here counter the prevailing excuse of teacher educators that they cannot find suitable minority candidates for their teacher education programs. The Latino Teacher Project collected 500 applicants and accepted only 50. Winston-Salem State accepted only 25 of its 125 applicants. Clearly, these are lucrative recruitment grounds.

The interventions described here appear to be appropriately designed, and more importantly they address the problem from a "pipeline" perspective in a comprehensive and logical manner. My experience as a former high school teacher, teacher educator, researcher, and former program administrator in Ford's Georgia Consortium have convinced me that these types of programs can help to increase the number of teachers of color.

Given my position of support and enthusiasm for the described interventions, I now raise several questions and offer comments that hopefully assist in moving beyond these successes and particular interventions.

I

First, there is an underlying and unstated assumption in the Teacher Cadet Model that the small and decreasing numbers of teachers of color are related to the lack of interest and enthusiasm for the teaching profession on the part of high school students of color and that interest and enthusiasm can be kindled by exposing these students to activities like future teachers clubs, academic skills development programs, and teaching assistant and peer tutoring experiences.

I am not convinced that these types of activities speak to the critical reasons why high school students of color do not want to be teachers. I believe that, unlike other professions, these students of color already know a lot about teaching. Their previous schooling has given them first-hand knowledge about the reality of public schools and the dispositions of the teachers and administrators who work in them. They know best about issues of tracking, differential treatment, low teacher expectations, rigid and insensitive bureaucracies, and inflexible rules and regulations that are indiscriminately enforced. Students of color read the world amazingly well. They, like their white counterparts, realize that teachers are not held in high regard by the general public. Teaching is thought of as respectable enough work, but teachers generally are perceived as underpaid, powerless women who work under objectionable conditions because they love children or because they have few career options. Little wonder high school students of color, who already perceive themselves as devalued members of society, are not eager to become teachers.

I believe that, unlike other professions, these students of color already know a lot about teaching. Their previous schooling has given them firsthand knowledge about the reality of public schools and the dispositions of the teachers and administrators who work in them. They know best about issues of tracking, differential treatment, low teacher expectations, rigid and insensitive bureaucracies, and inflexible rules and regulations that are indiscriminately enforced.

More significant are the attitudes of their present and former teachers. These students interact with too many teachers who don't like their jobs and who discourage their own children from entering the profession. The principal in Beatriz Chu Clewell's paper who raised the question, "Who wants to be a teacher anyway?", is not an aberration. This comment and the negative attitudes that accompany it are heard too frequently by students of color.

The results of a 1988 Metropolitan Life Survey (Harris and Associates, 1988) indicated that only 35 percent of White students, 38 percent of African American students, and 31 percent of Hispanic students admired teachers and wanted to be like them. In another work, Greer (1989) surveyed 798 students and found that four times as many African American students as their White counterparts believed that most teachers did not like teaching. In this same survey, the African American students perceived that teachers were less intelligent than other professionals. Students ranked teachers 8th out of 10 occupations; only business managers and television broadcasters received lower rankings.

I must also add that I understand why teachers in the schools studied by Clewell resisted the recruitment of nontraditional (less academically able) students to these teacher cadet programs. These teachers, perhaps many of them

African American women in their 40s, were bright high school students who entered the teaching profession when African American women had few career choices. The idea that average or below average students can be effective teachers is perhaps a personal affront. This is an interesting empirical question worth investigating.

I believe that the best way to attract students of color to teaching is to make their pre-college experience academically challenging, interesting, and culturally relevant.

I raise these troublesome and difficult issues because I believe that the best way to attract students of color to teaching is to make their pre-college experience academically challenging, interesting, and culturally relevant. I am aware of the major structural and curricular implications of my suggestions and the overt resistance on the part of some predominantly minority schools to change. At the same time, I am convinced that the present schooling of African American students, particularly those in non-college bound tracks, leaves them ill-prepared for any profession, especially teaching. In addition, neither summer programs nor Saturday workshops can compensate for years of inferior preparation and neglect.

These institutions in collaborations with public schools must work to transform schools into communities of learners where students are respected and recognized as individuals and where they feel a sense of connection, intimacy, visibility, and self-worth.

Programs like the ones described here can serve as an impetus for cultural change in public schools. Can the political muscle, leadership skills, pedagogical expertise and knowledge, and human and financial resources of institutions like The Ford Foundation, Educational Testing Service, Spelman College, the University of Southern California, Kent State, Emory, and Xavier be harnessed to change public schools? I believe they most certainly can. These institutions in collaborations with public schools must work to transform schools into communities of learners where students are respected and recognized as individuals and where they feel a sense of connection, intimacy, visibility, and self-worth. Teachers must be empowered by increasing their participation in decision-making, school management, curriculum development, budgeting, staffing, and by designing effective incentive systems. Teachers must be rewarded for their efforts, given autonomy and flexibility to teach, and treated like professionals and not like the children they teach. Only if and when these types of changes occur will minority youngsters become interested in teaching careers.

II

Second, there is a need to understand the strained and tense relationship between the schools these high school students of color attend and the colleges of education that accept the external funding to prepare them as teachers. The paper by Myra Ficklen Joy and Barbara Bruschi raises a critical concern: How can colleges and universities develop meaningful and effective ties with predominantly minority schools and community colleges? Effective collaboratives must include joint planning accompanied by frequent and honest dialogue centered around the questions: What are the goals to be accomplished? What are the values of this school and its community? What are the values of the university? What are the shared visions and common agendas? Are there potential areas of conflict and disagreement?

How can colleges and universities develop meaningful and effective ties with predominantly minority schools and community colleges? Effective collaboratives must include joint planning accompanied by frequent and honest dialogue. . .

Problems, frustrations, and eventual abandonment of partnerships can occur when these issues or values are not initially addressed and frequently revisited. For example, minority high schools often enter into collaborative relationships valuing and expecting rapid and dramatic increases in their students' standardized test scores, new equipment and instructional materials, and preferential admissions and scholarships for program participants.

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Colleges of education, on the other hand, often enter into these relationships with less clear expectations and goals, but nonetheless they naively and arrogantly assume that whatever the problems are the intellectual resources of the university can be garnered for a quick solution. Higher education values these collaborative ventures because they are "doing the right thing," and because the demographic data are clear that minority students are the future college student pool. Many predominantly White colleges and universities are often viewed negatively in the African American community, and collaboratives such as those described here provide colleges with wonderful "photo opportunities" as well as opportunities to recruit urban schools' and community colleges' most academically talented students.

If the partnerships with schools and community colleges are to be successful, colleges of education must also change. Faculty who participate in these types of programs must be rewarded during tenure and salary review. Full professors and high-level administrators should be highly visible in these efforts, rather than leaving this important task to more junior faculty. The community college model identified "core faculty" at Kean and a "point person" at Kent State and Cuyahoga Community College, but are these core faculty assumed to be key faculty? Joy and Bruschi are on target when they state that an essential component of success for these types of programs is the visible support of university and college administrators, particularly the dean of the college of education.

There is a statement in Bernice Taylor Anderson and Margaret Goertz's paper that "there is a strong commitment by the faculty and staff" of Kent State and Cuyahoga Community College as evidenced by joint planning, development, and implementation of the program. Although these are perfectly good indicators, there also needs to be strong evidence of faculty's commitment to nurturing and mentoring students. For example, the community college transfers thought that the four-year institutions were less supportive and nurturing. Other indicators of commitment should include the quality and quantity of faculty development activities designed to assist faculty in culturally responsive teaching and multicultural curriculum development. A good example of this responsiveness was discussed in Joy and Bruschi's paper. Norfolk State uses "a variety of ways and/or offered flexible ways to master competencies, including independent instructional modules." Winston-Salem State admitted students on a contingency basis and incorporated cooperative learning and active teaching strategies. Norfolk State, Winston-Salem, and University of Southern California also gave teacher assistants some internship credit for their experience. Institution B in Ana María Villegas's work did not ignore or penalize Latino students' bilingualism but instead gave them credit for their proficiency.

. . . commitment is most evidenced by the willingness of institutions to accept community college transfers, teacher assistants, and high school teacher cadets with adequate financial aid packages, flexible and preferred course scheduling, and flexible admissions standards. . .

However, commitment is most evidenced by the willingness of institutions to accept community college transfers, teacher assistants, and high school teacher cadets with adequate financial aid packages, flexible and preferred course scheduling, and flexible admissions standards, such as the behavioral event interview and multicultural admissions criteria described by Villegas. Universities must commit university monies to collaborative projects. Too often universities participate in such ventures if outside monies can be acquired. This practice leads to perceptions that school collaboratives are peripheral to universities' primary mission and eventually leads to early abandonment when outside resources are depleted.

The most impressive collaborations appear to be the program at Los Angeles Mission College involving the Los Angeles Unified School District and California State University at Northridge, the project involving Norfolk State and Norfolk School District, and the three non-Ford programs described by Villegas where district personnel assist teacher education programs in selecting students and where district staff serve as instructors for some courses.

III

The third issue has to do with the question: Now that these students are enrolled in teacher education programs, how will they be taught? The community college programs confirm that there are many nontraditional students and older women of color who want to be teachers, but if institutions expose them to the same routine, boring, and unresponsive curriculum used to produce countless numbers of ill-prepared teachers, then I ask: "What's the point?"

The community college programs confirm that there are many nontraditional students and older women of color who want to be teachers, but if institutions expose them to the same routine, boring, and unresponsive curriculum used to produce countless numbers of ill-prepared teachers, then I ask: "What's the point?"

Interestingly, Anderson and Goertz's paper concludes with the recommendation: "Faculty from the senior institution should teach community college pre-education majors, to help potential transfer students become familiar with the senior institution's teacher training program and to foster good relations between the two institutions." I believe that it is equally important for faculty at senior institutions to teach community college pre-education majors in order to learn from these women of color. These nontraditional teacher education students bring with them a cultural capital that remains untapped in some of these programs: experiences as mothers and teacher assistants, bilingualism, and an expressed commitment to the education of minority students in urban areas. Villegas correctly advises that teachers in training must learn to see themselves as cultural beings. There is little evidence that this exploration is taking place on these campuses.

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A quote in Joy and Bruschi's paper indicates that teacher assistants thought their matriculation at the senior institution helped them to "formalize what they were already doing." I wonder how we might interpret the subtext of this statement. Were these experienced teacher assistants going through the motions and jumping appropriate institutional hoops to be credentialed and certified? Were they acquiring new and relevant skills and knowledge? Were the professors doing what Villegas advocates: using students' cultural resources in the teaching-learning process and at the same time stretching them beyond the familiar?

We have some indication that the students in the community colleges believed that the college faculty did not understand or appreciate the diversity they contributed to the campus. Education colleges have more opportunities than other divisions in higher education to have a racially representative faculty, since one-half of all African American doctoral degree holders are in education (Thomas, Mingle, & McPartland, 1981). Yet the faculties of colleges of education remain strikingly racially homogenous: 96 percent of full professors, 92 percent of associate professors, and 89 percent of assistant professors are White (American Association of Colleges of Teacher Education, 1987).

If professors of education have limited experiences with diverse populations and if schools of education are not able to recruit and retain minority faculty, how will they be able to effectively teach these teacher education students?

In addition to lacking diversity within its ranks, Haberman (1987) projects that less than 5 percent of full-time faculty in schools of education have ever taught in the 120 largest, culturally diverse school systems. If professors of education have limited experiences with diverse populations and if schools of education are not able to recruit and retain minority faculty, how will they be able to effectively teach these teacher education students? How will such culturally encapsulated professors help these students deal with the issues that Villegas raises in her paper—prejudice, racism, privilege, and economic oppression. What faculty development activities are needed to remedy this situation? What faculty recruitment strategies must be designed and implemented? Does this predicament call for new models of leadership in our colleges of education?

There is this bias, still too prevalent, that the more intellectually capable researchers have little association with schools and teachers, particularly schools that are predominantly African American or Latino. Faculty who engage in these meaningful school collaboratives are often minority untenured faculty who have little political clout to change these systems.

Villegas's paper serves as an informative and helpful complement to the Ford Foundation initiatives. She reminds us that unless faculty in colleges of education make significant changes in their pedagogy, organizational structures and processes, values, curriculum, support services, and attitudes, little progress will be made in recruiting students of color. The reward system is the first item on the change agenda. The present reward structures of universities reinforce the assumption that the most competent researchers conduct their work in laboratories at the universities surrounded by dutiful graduate students or like-minded colleagues. There is this bias, still too prevalent, that the more intellectually capable researchers have little association with schools and teachers, particularly schools that are predominantly African American or Latino. Faculty who engage in these meaningful school collaboratives are often minority untenured faculty who have little political clout to change these systems. Villegas is on target when she emphasizes the complexity of the tasks before us.

IV

What should be the measures of success? How should students be assessed and evaluated? Should admissions and retention criteria be different for these students?

The fourth issue concerns evaluation. The data on these programs' successes are incomplete. Part of the reason is the infancy of the interventions; longitudinal data simply are not yet available. But larger and more complex problems will arise. What should be the measures of success? How should students be assessed and evaluated? Should admissions and retention criteria be different for these students? I believe these questions deserve intense investigation lest we come up with inappropriate evaluation paradigms, improvident answers, and inconsequential solutions. I suspect that evaluation efforts must move beyond more conventional data like dropout rates, graduation rates, passing rates on the National Teacher Examination, attitudinal surveys, monitoring reports, and traditional assessments like paper-and-pencil tests and letter grades.

There are promising signs, like The Latino Teacher Project described by Joy and Bruschi that will use portfolio assessment and classroom observation to document teacher assistants' knowledge and teaching skills. Villegas's Institution A focused on demonstrated "outcome abilities," which gave the curriculum focus and cohesion.

In conclusion, I want to return to the gangster Willie Sutton and offer two additional places where there is money in the bank: recent non-education college graduates and retired African American teachers. These disparate age groups offer possibilities.

First, I am amazed at the number of recent college graduates who did not major in education and who are now interested in teaching. Surprisingly, a significant number of these young people are people of color. A study conducted by Louis Harris for the organization Recruiting New Teachers estimated that 10,250 minority group members who called its recruiting hot line have since become teachers (Recruiting New Teachers, Inc., 1993). Teach for America has also documented that these types of programs attract people of color. Although I am critical of the training program in Teach for America, there are lessons to be learned.

Second, Clewell's paper indicated that in five years half of all African American teachers in Louisiana will be eligible for retirement. This ought to be examined closely. It is possible that many of these African American teachers are only in their mid to late 40s. Perhaps we should use them as school-based teacher educators who train and recruit the next generation of African American teachers.

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Appendix
Site Descriptions for Chapter 1

Institution A

Institution A is a private liberal arts college for women. The college, located in a major city of the Midwest, enrolls approximately 2,500 students. Minorities represent 20 percent of the total enrollment. The faculty totals 200, with slightly more than half teaching full time. The stated mission of this institution is to promote the personal and professional development of women. In keeping with this mission, the institution has created a vital community of learners, developed an innovative curriculum that has attained a national reputation, and strengthened its ties to local communities. Teaching is central to the college's mission.

Institution A has eight major areas of concentration, one of which is teacher education. Approximately 15 percent of the students major in teacher education. The teacher education program is designed to prepare teachers for urban schools. During the past 10 years or so, the education faculty has worked to make the program more responsive to the needs of urban districts with their increasingly multicultural student population. As a result, the curriculum was revised to give more explicit attention to issues of cultural diversity in teaching and learning.

Institution B

This comprehensive research institution is located in a prominent Southwestern city. In 1991, the year in which data were collected, Institution B enrolled more than 35,000 students, 18 percent of whom were minorities. The institution has 19 major units, one of which is the College of Education.

A federally funded project in the School of Education was the focus for this study. In 1991, the project was in its final year of a three-year funding cycle. The project serves mainstream classroom teachers, as well as bilingual and English-as-a-second-language teachers. Its overall goal is to increase the capacity of nearby urban school districts to serve the growing number of language minority students.

Institution C

This institution is one of the oldest state universities in the Midwest. Institution C serves approximately 5,600 student, 70 percent of whom are White, 22 percent Black, 7 percent Latino, and 1 percent other. This truly urban university is committed to serving nontraditional students. About 70 percent of the students work either full or part time, and 64 percent are 22 years of age or older.

The Division of Education, which houses the particular teacher education program that participated in the study, has worked closely with area schools for more than 20 years. The program has two components. One focuses on undergraduate teacher education, while the other prepares limited license teachers with non-education baccalaureate degrees to obtain teacher certification.